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ABSTRACT

This action research project implemented and evaluated an intervention for increasing student engagement in learning to improve academic success. The targeted population consisted of students in four separate schools: pre-kindergarten and eighth graders in a large metropolitan area and fifth and eighth graders in a rural community. The lack of engagement was documented through staff surveys completed by 61 teachers at the 4 schools, teacher journal entries completed during the first 3 weeks of school, and teacher observation checklists of targeted students completed at the beginning of the school year. The 18-week intervention consisted of: (1) cooperative learning small group activities that foster social skills; (2) social skill instruction through grade-appropriate curricular units integrated into subject areas; and (3) classroom management techniques that include clear expectations and consequences, student-teacher collaboration, and positive classroom climate. Social skills included active listening, participation, group problem solving, and affective processing. Post-intervention data indicated that the intervention succeeded in increasing student engagement. The incidence of class participation, attentive listening, staying on task, completing assignments, and following classroom rules increased as a result of the intervention. (Nine appendices include data collection instruments and class materials. Contains 72 references). (Author/KB)

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IMPROVING ACADEMIC SUCCESS BY INCREASING STUDENT ENGAGEMENT IN THE LEARNING TASK

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An Action Research Project Submitted to the Graduate Faculty of the
School of Education in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in Teaching and Leadership

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ABSTRACT

This report describes a program for increasing student engagement in learning to improve academic success. The targeted population consists of pre-kindergarten and eighth grade students in a large metropolitan area and fifth and eighth grade students in a rural community adjacent to the city. The problems of non-engaged behavior will be documented through staff surveys, teacher journal entries and observation checklists.

Analysis of probable cause data revealed that students lack engaged behaviors as a result of poor classroom management, under-developed social skills, and minimal student-teacher collaboration. Site-based analysis revealed that rapid growth in the rural community and desegregation questions in the large metropolitan city contributed to the problem. Reviews of curricula content and instructional strategies revealed a lack of emphasis on social skills and classroom management.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of three major categories of intervention: cooperative learning, social skill instruction and classroom management techniques.

The intervention was successful in increasing student engagement in the learning task. The implementation of cooperative learning, social skill instruction, and classroom management resulted in a decrease in non-engaged behaviors. The incidents of class participation, attentive listening, staying on task, completing assignments, and following classroom rules increased as a result of the intervention.

CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

Students of the targeted classes in pre-kindergarten, 5th, and 8th grade display non-engaged behaviors that interfere with academic success. Evidence for the existence of the problem includes observation checklists, teacher journal entries that focus on student behaviors, and staff surveys.

Immediate Problem Context

The schools in which this research takes place are located in the Midwest. Schools A and B are in a large city, and schools C and D are in a small, rural community. School A is a preschool. Schools B and C are middle schools. School D is an upper-elementary school.

School A

One of the many preschool/daycares, School A is within the community of the second largest metropolitan city in the state. The structure was constructed more than 50 years ago as a house and in 1989 remodeled and expanded to begin a preschool/daycare center. The facility is located in a neighborhood containing mainly medium priced homes and various other small businesses. The neighborhood is well preserved and established. The older, half-brick/halfsided building is a tri-level and consists of four classrooms. The building is large enough for 68 children to attend.

Upstairs, classroom one consists of preschool only children, who come for two and a half hours, two or three days a week. The children that attend Tuesday and Thursday are two years old. The teacher-student ratio for two year olds is 8:1. In room one there can be 16 two year olds with two teachers or a teacher and an assistant. The children that attend Monday, Wednesday, and Friday are three, four and five years old. The teacher-student ratio for three through six year olds is 1:10 and 20 children may attend with two teachers or a teacher and assistant. Room two consists of a teacher and assistant who can have up to 20 full-time children who are three years old. Room three consists of eight full-time children who are two years of age. Downstairs in room four, 20 full-time students, who are between the ages of four and six, attend class with one teacher and an assistant. The children who attend preschool/daycare full-time can arrive at school anytime after 7:30 a.m. and must be picked up by 5:30 p.m. Children attend full-time hours on Monday, Wednesday, Friday or Tuesday and Thursday or five days a week. The children have a large playground that they utilize.

This school has a total enrollment of 22 preschool only students, 32 full-time students and 13 part-time students. Only two children ride a bus to the center because they attend kindergarten at another school and attend the daycare for after school care. Racial/ethnic balance is 97% White and 3% Black students. Six percent of the students are specified as coming from low-income families and have their tuition paid by the government. Most of the families have a middle-class income. The attendance rate is high due to the fact that the parents must work or attend school. Few children leave the school within a year. Between 10 and 20 children enroll in the preschool/daycare throughout the year.

This school has a staff consisting of a director, four teachers, and three assistant teachers. The director has an associate's degree in Early Childhood Education and Development, a bachelor's degree in elementary education and is currently pursuing a master's degree. Two teachers have associate's degrees and two teachers have bachelor's degrees. All teachers have at least six credit hours in early childhood education. The teaching assistants at this school have graduated from high school and are over 18 years of age. The average years of teaching experience among the teachers is 3.3 years. The teacher assistants have an average of one year of experience in working with young children. The racial/ethnic background of the staff in this school is 100% White. One hundred percent of the staff are female.

The preschool/day care center is licensed by the Department of Children and Family Services. The school must follow all guidelines created by this agency. The program contains a preschool program for all students who attend the daycare. The preschool program consists of weekly thematic units. The children have circle time where they discuss the theme for the week, read stories, and engage in creative movement and singing. The students participate in many activities that enhance their math and reading readiness skills. The children have an outdoor play, snack and free choice time. Free choice is a time where children are able to play at different centers in the room. The children eat lunch and take a nap at school. The afternoon consists of snack, free choice and outdoor play time. The school provides opportunities for continual staff development. School A offers many opportunities for parental involvement such as: picnics, open house and newsletters.

School B

The students in this middle school, which is located in the northeast quadrant of the city, come from 27 different elementary schools. Of the 27 elementary schools, only 6 are neighborhood elementary schools, and the other 21 schools are located throughout the city. This middle school is composed of seventh and eighth graders and has a total population of 945 students. The racial/ethnic background of the students in this school is 62.4% White, 29.2% Black, 4.2% Asian/Pacific Islander, and 4.1% Hispanic. The student population comes from families that are either high or low income, with no significant population coming from middle income homes (S. Olejnik, personal communication, April 15, 1996). Approximately 30.8% of the students are considered low-income. Students of families that receive public aid, live in institutions or foster homes, or receive free or reduced price lunches, are considered low-income. Students who are eligible for bilingual education and are limited-English-proficient make up 1.1% of the student population. The attendance rate at this school is 90.4%. The student mobility rate, based on the number of students who enrolled in or left the school during the school year, is 19.4%. Chronic truants are students who are absent from school without valid cause for 10% or more of the last 180 school days. The rate of chronic truancy is 5.3% (Rockford School District 205, 1994-95). According to the transportation department, 96.6% of the students are eligible for bus transportation.

The school staff includes 3 administrators, 66 full-time teachers including 1 librarian, and 5 part-time teachers. The 71 full and part-time teachers average 14.9 years of teaching experience. There are 46 teachers with a master's degree and 25 with a bachelor's degree (Rockford School District 205, 1995). Pupil Personnel Services include three counselors, one nurse, one psychologist, one social worker, and one speech and language therapist. The non-certified staff consists of 1 parent liaison, 12 paraprofessionals, and 4 hall aides. The support staff includes three secretaries, one building engineer, five custodians, one cafeteria manager and four food service workers. This school also has seven certified tutors who work part-time. These tutors work with seventh and eighth grade students who scored in the bottom quartile on the Stanford Achievement Test. The administration team is 33.3% White and 66.7% Black. The teaching staff is 84.5% White, 11.2% Black, and 4.2% Asian/Pacific Islander.

This school was built in 1971 on 21.5 acres. It is a two story brick building that encompasses 159,000 square feet of space. Within the building there are 50 classrooms which include five special education classrooms, a full service library with 11,000 volumes, one computer lab with 16 stations, two science labs, two home economics labs, two art rooms, three music rooms, one keyboarding room, two technology education rooms, one gymnasium, one weight room, one swimming pool, and an auditorium. In addition to the classrooms, there is the administration office, the counseling center, the nurse's office, a satellite cafeteria and a teacher's lounge.

This school is one of the four middle schools in the city. Each school is based on the middle school team concept. The team concept involves five team teachers who are responsible for their students' progress through general knowledge of the student, curriculum planning, parent conferences, field trips, progress reports, and report cards. The team core curriculum consists of mathematics, science, social studies, English, and physical education. The average class size is 26 students per class. This school has a pupil to teacher ratio of 13.1:1. Students can then choose four electives for the year. Electives are all nine week courses, except band and orchestra which are offered for a year. The students have the following electives to choose from: home arts, fine arts, technology education, general music, keyboarding, communications, foreign language, writing lab, and reading and study skills. Health is also offered, but it is a required elective in both seventh and eighth grades. Students are randomly grouped into teams based on their gender, ethnicity, reading level, retainees, and the number of referrals received. This middle school is also a pilot inclusion site where students with special needs are mainstreamed into regular education classrooms for the majority of the day. Inter-teaming with special education allows resource teachers to work in the classroom with special education students and not put them into a learning disabilities classroom. Choices is an advisor-advisee program, where eight advisors meet two times a week with about 17 students each to work on different units covering life skills. The Student-Intervention Program allows nine mentors to work with a set of students on improving their behavior and reducing the number of referrals they receive. Conflict Resolution is a six week course to help students learn to manage their anger and give them techniques and strategies to handle their anger. Peer Mediation involves 30 students who are trained to mediate between two students to solve a problem. The Interdisciplinary Unit is an all-school event where students participate in activities related to a certain theme across the curriculum. The Student Assistance Program deals with drug and alcohol awareness and education, any student with a Children of Alcoholics issue, and a recovery group for students who have used drugs. This program is run by a drug and alcohol treatment center with inpatient and outpatient facilities (C. Rowley, personal communication, April 15, 1996). The parents/ guardians of 100% of the students in this school made contact with the student's teachers during the 1994-95 school year at least once (Rockford School District 205, 1994-95).

School C

School C is located in a small town approximately 7 miles from a metropolitian area. The students that attend this school constitute all the sixth, seventh, and eighth grade students in the district. The total school enrollment of this middle school is 346 students with 98.3% White, 0.3% Black, 0.9% Hispanic, and 0.6% Asian. Nine and two-tenths percent of the students are classified as coming from low-income families. The chronic truant rate is 0.9% The attendance rate is 95.4%. The mobility rate is 9.6%. The average class size is 22.6 students. Based on enrollment, state standards classify this school as medium size (Winneabago Community Unit School District 323, 1995).

The school has 20 classroom teachers, one principal, one counselor, one teacher's aide, one librarian, one library aide, and a part-time school nurse. Seven of the teachers are male, and 100% of the teaching staff is White. Five teachers have a master's degree and three are enrolled in a master's program. The average teaching experience for the teachers in this school is nine and seven-tenths years (Winnebago Community Unit School District 323, 1995).

The parents/guardians of 73.1% of the students in this school made at least one contact with the students' teachers during the 1994-95 school year. For comparison, other figures were 90.0% for the district and 93.6% for the state (Winnebago Community Unit School District 323, 1995).

The school building is a two-story, steel-framed, brick-on-block-exterior structure completed in 1968. The facility is constructed to be a middle school on a temporary basis with the plan to convert it to a high school when the next building phase is implemented. The building contains 20 classrooms, a learning center, a computer lab containing 30 Macintosh computers, the superintendent's office, the district's office, principal's office, counselor's office, nurse's office, a gymnasium, two locker rooms, a science lab, a shop lab, and a cafeteria with complete kitchen facilities. There is a shortage of storage space for both student and teacher use. The locker rooms, gymnasium, learning center, chorus classroom, and computer lab are inadequate for the school's enrollment.

The school curriculum includes five core subjects. The core subjects are science, social studies, math, language arts, and literature composition. Physical education is required every day as are the core subjects. Chorus, band, keyboarding, art, industrial education, and woods are offered as electives and are also taught every day. Learning disability classes are also at this school for each of the three grade levels. The sixth and seventh grades are taught using the middle school teaming concept. The eighth grade core teachers will begin the team approach at the start of the 1996-97 school year. Extra-curricular activities at this school include volleyball, basketball, track, wrestling, and soccer. The school also has several clubs and student organizations.

The school is at capacity or overcrowded for available space in all areas. Due to the rapid growth of the community, the school district is experiencing steady enrollment increases. The school's teaching staff expects class sizes to continue to increase over the next few years causing more over-crowded conditions. The administration and teaching staff have noted an increase in inappropriate and disruptive behavior as enrollment has increased.

School D

The total school enrollment of this small, rural school is 229 students in both fourth and fifth grades. There are 97.4% White, 1.3% Black, 0.9% Hispanic, and 0.4% Asian students. Ten and nine-tenths percent of the students are considered low-income and there are no limited-English-proficient students. The attendance rate is 96.3%, student mobility rate is 8.2%, and the chronic truancy is 0.0%. Due to the remote location of this school, 99% of the students are transported by bus (Winnebago Community Unit School District 323, 1995).

The school staff includes one principal, ten regular classroom teachers, one resource teacher with a cross-categorical room of learning disabled, behavior disordered, and educable mentally handicapped children, and one physical education teacher. There are four part-time teachers which include a half-time learning disabilities teacher, a half-time Chapter 1 reading and math teacher, a music teacher, and a band director. There are other support staff provided by a special education cooperative which include a school counselor, social worker, school psychologist, and speech therapist. There are three program aides including one for the cross-categorical room, an aide for the gifted program, and an aide who runs the learning center and computer center. The racial and ethnic background of the teachers is 100% White. The teachers are 90% female and 10 % male. The average years of teaching experience is 9.8 years, with 64% of the teachers holding a master's degree or above (Winnebago Community Unit School District 323, 1995). The pupil-teacher ratio is 22.2:1 (Winnebago Community Unit School District 323, 1995).

The school consists of a single-story, brick structure with a 1957 addition. There are five classrooms which house the fifth grade students, a learning center which contains 16 Macintosh computers, a gymnasium with a stage, an office and a cafeteria. There are three modular units outside of the main building, each containing two classrooms which house the fourth grade and special education students.

The fourth grade consists of five self-contained classrooms in the modular units. Students are homogeneously grouped for reading and math only. Other classes are with their homerooms and include language arts, science, social studies, physical education, music, art, and library/computer skills. Fifth grade consists of five classrooms in the main building. They include the same subjects as fourth grade, but also have composition added to their schedule. Fifth grade is departmentalized, where students move to different teachers for language arts, composition, spelling, computer skills, science, and social studies. They are grouped homogeneously for reading and math. Reading and math are generally 50 minutes long each day. Other subjects are approximately 25 minutes long. Physical education is taught three days per week, and band is provided for the fifth grade four days per week. The parents/guardians of 86.8% of the students in this school made contact with the student's teacher during the 1994-95 school year at least one time (Winnebago Community Unit School District 323, 1995).

The Surrounding Community

Community 1: Schools A and B

This study is being conducted in the second largest metropolitan city in the state. The city encompasses 45 square miles and has a population of 143,263 people. The population is 81.1% White, 15.0% Black, 4.2% Hispanic, 1.5% Asian/Pacific Islander, 0.3% American Indian, and 2.1% is comprised of other ethnic groups (Rockford Council of 100, 1994).

Historically, this city was a manufacturing city with a large portion of the work force concentrating in metalworking, machining, automotive work, and aeronautics. According to the Illinois Department of Employment Security in 1996 the employment distribution is as follows: manufacturing 31.3%, services 55.3%, retail trades 15.8%, government 9.6%, and wholesale trades 4.8%. In this city 40% of the work force is white collar and 30.3% of the work force is blue collar. The unemployment rate in the first quarter of 1996 varied from 6 to 9 %. This variance is due to one industry laying off workers for a short period of time. The blue collar job security is limited because workers are dependent on so few manufacturing jobs. The manufacturing industry is declining in the city while the service sector is on the rise. The median purchase price on a single family home is $85,000. The median family income is $34,985 and the median household income is $28,282. The per capita income is $13,109. In this city 56.3% of the adult population have a high school diploma, 18.7% have a bachelor's degree or higher (Rockford Council of 100, 1994).

This school exists within a unit school district that contains pre-kindergarten through twelfth grade. In this district there are 40 elementary schools, 4 middle schools, and 4 high schools that enroll 26,574 students. The racial/ethnic background of the district is 64.7% White, 25.2% Black, 7.1% Hispanic, 2.8% Asian/Pacific Islander, and 0.2% Native American. Low-income families make up 38.5% of the school district's population. The attendance rate in the district is 90.4%. Student mobility in the district is 21.5%. The rate of chronic truancy is 9.2%. The operating expense per pupil during the 1994-95 school year was $6,308 (Rockford School District 205, 1994-95).

The district has 1,658 teachers on staff with the racial/ethnic background of 91.3% White, 4.9% Black, 2.4% Hispanic, 1.0% Asian/Pacific Islander, and 0.4% Native American. A teacher's average salary is $42,720. The average administrator's salary is $63,357 (Rockford School District, 1994-95).

Within this city there is one junior college, one business college, one satellite four-year college, and three four- year colleges. There are various private schools, which include grades kindergarten through twelfth grade. Also located within the city are 36 preschool-day care centers.

In 1989, a lawsuit was filed by a group named "People Who Care". This lawsuit claimed that the school district had discriminated against minorities for decades. The citizens filed a lawsuit because the district planned to close 11 schools, 8 of which were predominately attended by minority students. The racial composition of the teaching force and administration, the lack of minorities in the gifted program, teaching materials and educational equipment were aspects of the public school system that were cited as being deficient. Other issues were forced busing and low test scores of minority students.

In order to meet the guidelines set up by the court, the Second Interim Order in 1991 provided funding for inservice training and materials for targeted schools and staff. Magnet schools were developed in predominately high minority areas to attract majority students. Minority students were then given the opportunity to attend majority schools. More minority teachers, administrators, and support staff were recruited. The court Order stipulated that schools must be racially balanced, racially identifiable groups within academic and extra-curricular activities would be eliminated and school boundary changes would be introduced. The intent behind the court order was to improve educational opportunities for all students.

On February 18, 1994, the Rockford Public School District was found guilty of intentional discrimination against African-Americans and Hispanic students by U.S. District Judge Stanley J. Roszkowski. The school district was placed under the supervision of a desegregation master whose role was to oversee that the court orders and guidelines were being followed.

On March 13, 1996, U.S. Magistrate Judge P. Michael Mahoney issued the student assignment remedy. The main focus of the student assignment remedy was controlled choice which will effect kindergarten through fifth grade. Controlled choice was not ordered at the middle or high school level. Students can continue in their present school or the have the option to transfer to another school if there is room and the transfer is within racial fairness guidelines. This remedy divides the district into three zones by altering the current boundaries. Sixth grade will attend middle school as soon as feasible. Several new schools will be built and some previously closed schools will be reopened. The projected cost of implementing this remedy is about $48 million dollars. There is still a great lack of clarification and direction for the final outcomes.

Community 2: Schools C and D

The school district is located in a rural area close to a large metropolitan city. The district is 100 square miles in size and serves a population that includes two small villages, four townships, numerous subdivisions, and the surrounding farming areas (Strategic Planning Group, 1994). The larger village has a population of 1,840 people. The smaller village, which is unincorporated, has approximately 350 residents. The population of the larger village is 99% White, 0% Black, and 1% Hispanic (U.S. Census Report, 1990).

Historically, the primary industry in the community has been farming and agricultural related businesses. The community also has some small manufacturing and service businesses. However, the majority of the work force is employed in a nearby large city. Thirty-four and sixtenths percent of the work force is employed in white collar occupations, and 34.5% are employed in blue collar occupations. Seventy-three percent of people 25 years and older are high school graduates, while 12.6% are college graduates. The median household income is $33,125. The median family income is $36,544 and the per capita income is $12,888. The mean price of a home in the community is $69,750 (U.S. Census Report, 1990).

The unit district includes one high school, one middle school, one upper elementary school housing fourth and fifth grades, and one pre-kindergarten through third grade school. There are 1,415 students in this district of whom 97.8% are White, 0.6% are Black, 1.0% are Hispanic, and 0.6% are Asian. Students from low-income families comprise 8.3% of the district's students. The district's attendance rate is 95.3%. The student mobility rate is 7.6%. The chronic truancy rate is 0.4% of the student population. The operating expenditure per pupil in the district is $4,326 (Winnebago Community Unit School District 323, 1995).

The district employs 76 full-time teachers. The racial/ethnic background is 100% White. The average years of teaching experience is 13.6 years. Seventy-two and four-tenths percent of the teachers hold a bachelor's degree, while 26.3 percent hold a master's degree or above. The pupil-teacher ratio for the district is 23.7:1. The average teacher salary is $34,480, while the average administrator salary is $55,000 (Winnebago Community Unit School District 323, 1995).

Since 1992, the community has been experiencing rapid growth. Ten new subdivisions have been completed or are under construction, with a total of over 700 new home sites. Projected enrollment for the district is 1,815 students by the year 2000 (Norwood, 1992). This increase in enrollment is beginning to cause over-crowding problems in the district's facilities.

This growth is also causing a financial strain on the district, as increases in the tax base have not kept pace with expenditures. A building referendum failed in April, 1995. The school board is considering another referendum for November, 1996.

The school district does have strong community support organizations. Some of these include a citizen's group to continue quality education, a foundation for educational excellence, an alcohol and substance abuse parent group, a parent-teacher organization, a fan's club, a music booster's club, and a support group for parents of children with attention deficit disorders. The community also helps sponsor several youth sport programs.

National Context of the Problem

Classroom management has frustrated teachers since the invention of classrooms. The demands of teaching, along with today's increasing complexity of problems, have made the challenge of classroom discipline even greater. Students will still misbehave regardless of the teacher's effectiveness. Teachers realize that classroom management must be part of their teaching strategy (Bennett & Rolheiser-Bennett, 1992).

> Nearly every year the Gallup Poll reports discipline as the number one concern. Given the nature of our society, discipline problems are not likely to diminish unless we alter what happens in classrooms and schools. Susan Rosenholtz (1989) reports that thirty percent of first year teachers in the United States do not return for the second year of teaching. A further twenty to thirty percent have left by the end of the fifth year. The reasons given relate to classroom management, isolation, and no sense of efficacy in teaching (instructional skills and strategies). (Bennett & Rolheiser-Bennett, 1992, p. 109).

In the 1995 Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public School, discipline continues to rank as the number one problem facing schools today. The reasons cited for discipline problems include lack of parental control and the breakdown of family life (Elam & Rose, 1995).

In today's society the severity of discipline problems has increased. Drugs, alcohol, suicide, robbery, pregnancy, rape, and gangs are major problems facing students and educators today (0'Neill, 1995). In 1992 Johnson et al. reported that students harass, tease, argue, and threaten each other in the classroom. Truancy and violence are on the rise. Racial and cultural differences are causing conflicts to increase. Conflicts within schools between students and staff and among students are consuming an ever-increasing amount of teacher and administrator time.

Students are often labeled, sorted and tracked. Students with discipline problems are often in detention, suspended or expelled. They either drop out or graduate with little knowledge. Clearly this is an individual systemic and societal failure (Casserly, 1996).

"There are no easy answers to this component of teaching, even though there are a multitude of programs and books that feed educators' frenzied search for the panacea of classroom management problems." (Bennett & Rolheiser-Bennett, 1992, p. 109).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document the extent of students' engagement in learning, a staff survey regarding student engagement in learning was completed by teachers at each of the four targeted schools. (Appendix A) Documentation was also obtained through data collected from behavior observation checklists (Appendix B) and teacher journal entries completed during the first three weeks of the school year. (Appendix C)

Staff surveys regarding student engagement in learning were completed by 61 teachers within the four targeted schools during September 1996. Behavior observation checklists of the targeted pre-kindergarten, fifth, and eighth grade students were completed between August 30 and September 13, 1996. A summary of the data collected from the staff surveys is presented in Figure 1 through Figure 3.

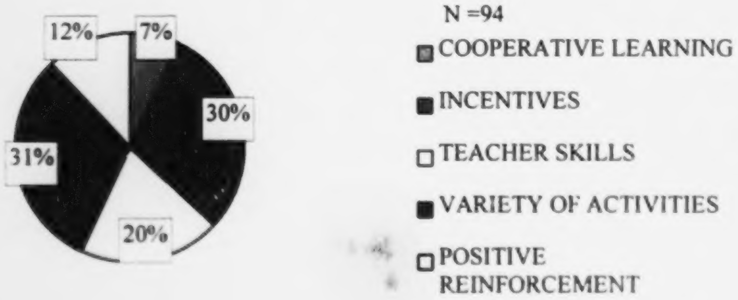

Figure 1. Most frequent responses to question one: What motivates your students?

As seen in Figure 1, students appear to be most motivated by a variety of activities and incentives. These categories are the most significant factors affecting student motivation, totaling approximately 60 % of the responses.

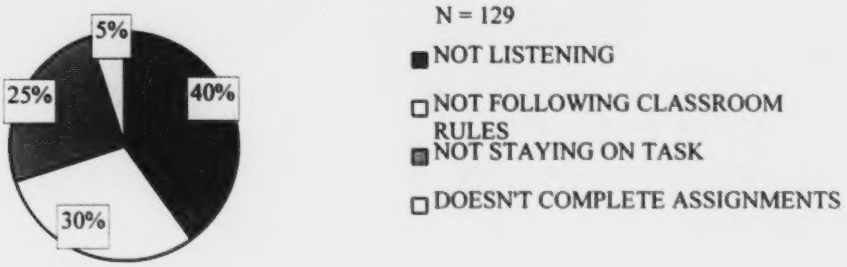

Figure 2. Most frequent responses to question two:
What non-engaged behaviors have you seen in your classroom?

When completing the same survey, teachers responded that not listening was the most common non-engaged behavior displayed by the students in the classroom. Not listening accounted for 40 % of the responses. The teachers also cited that not staying on task and not following classroom rules were also significant problems. These account for 25 and 30 % of the responses, respectively.

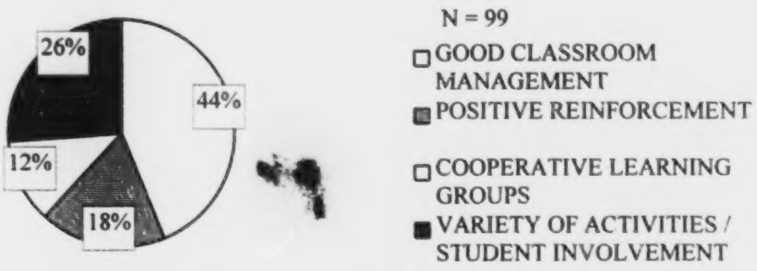

Figure 3. Most frequent responses to question three:
What do you suggest a teacher do to increase engaged behaviors?

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In response to question three, teachers gave suggestions for increasing engaged behaviors. Almost half of the responses recommended good classroom management techniques, while about one-fourth of the responses suggested a variety of activities and student involvement to increase engaged behaviors.

Only slightly more than 10 % of the responses suggested cooperative learning. Since it is a relatively new strategy in the targeted schools, the low response rate is not unusual.

Information shown in Figures 4 through 7 summarizes the behavior observation checklists completed by the researchers concerning the targeted students' engagement in learning during the first three weeks of school.

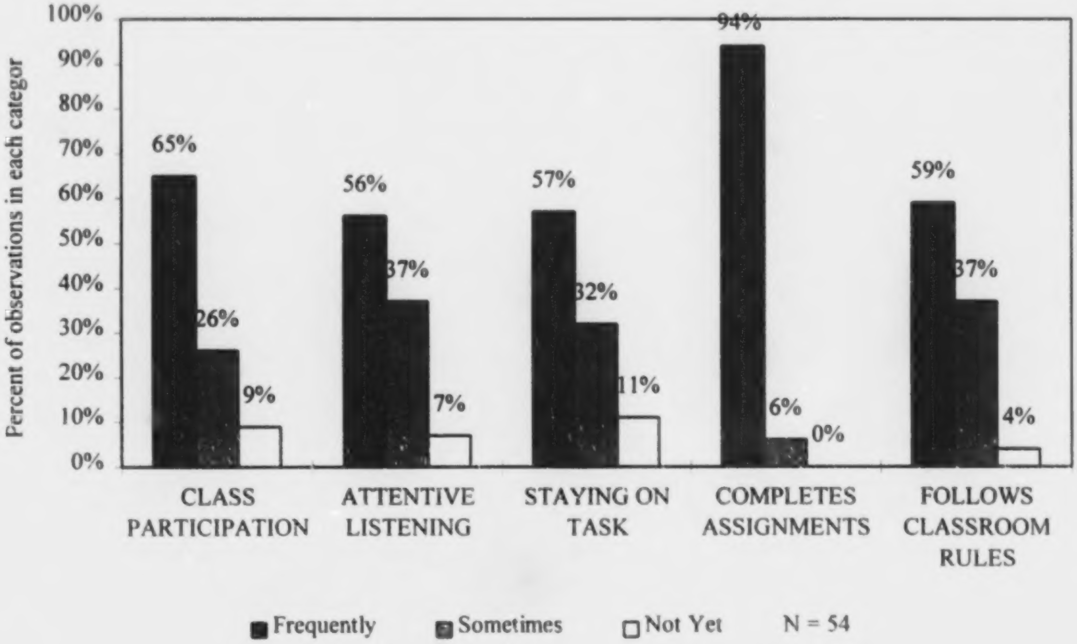

Figure 4. Categories and percentages of engaged behaviors for the targeted class of School A during the first three weeks of school.

In School A , the problems in engaged behaviors that occur frequently are a lack of attentive listening, a lack of staying on task, and a lack of following classroom rules. The data collection in Figure 4 clearly show that approximately half of the incidents recorded reflect that students frequently listen attentively, are frequently on task, and frequently follow directions. Conversely, 50% of the incidents indicate that children fail to exhibit engaged behavior. As the data in Figure 4 indicate, nearly 95 % of the incidents indicate that students frequently complete their assignments and 65% participate in class.

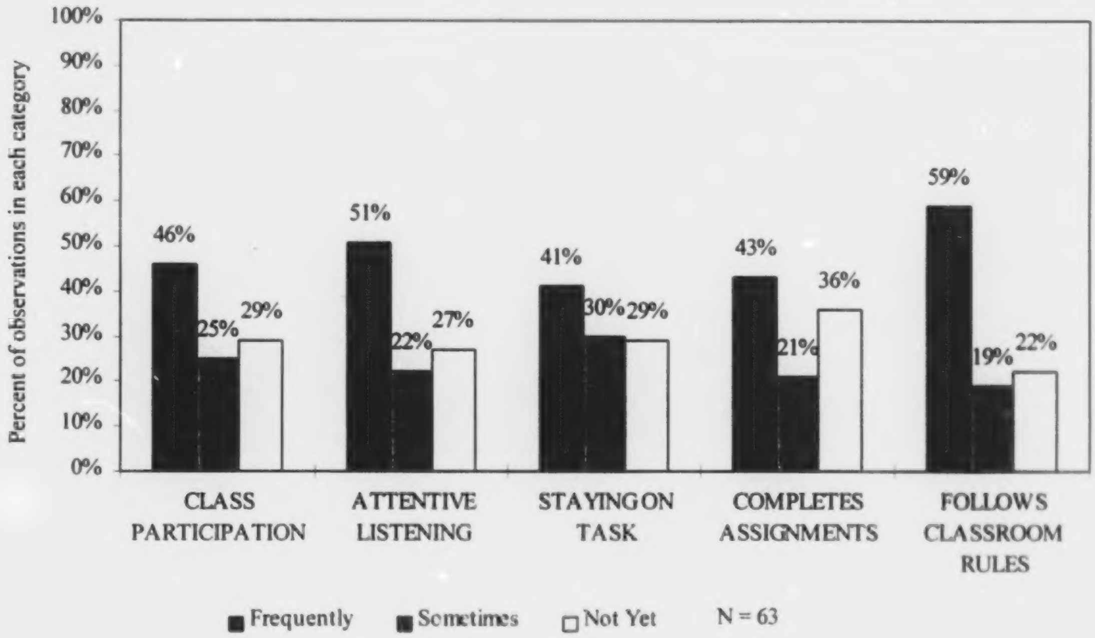

Figure 5. Categories and percentages of engaged behaviors for the targeted class of School B during the first three weeks of school.

In School B, the problems in engaged behaviors that occur most frequently are a lack of classroom participation, a lack of staying on task, and a lack of completing assignments. The data collected in Figure 5 clearly show that less than half of the incidents recorded document that students frequently stay on task and frequently participate in class. As the data in Figure 5 indicate, 60 % of the incidents reveal that students frequently follow classroom rules.

Conversely, half of the incidents recorded show that the students do not consistently exhibit the behaviors that the researchers feel show engagement in learning.

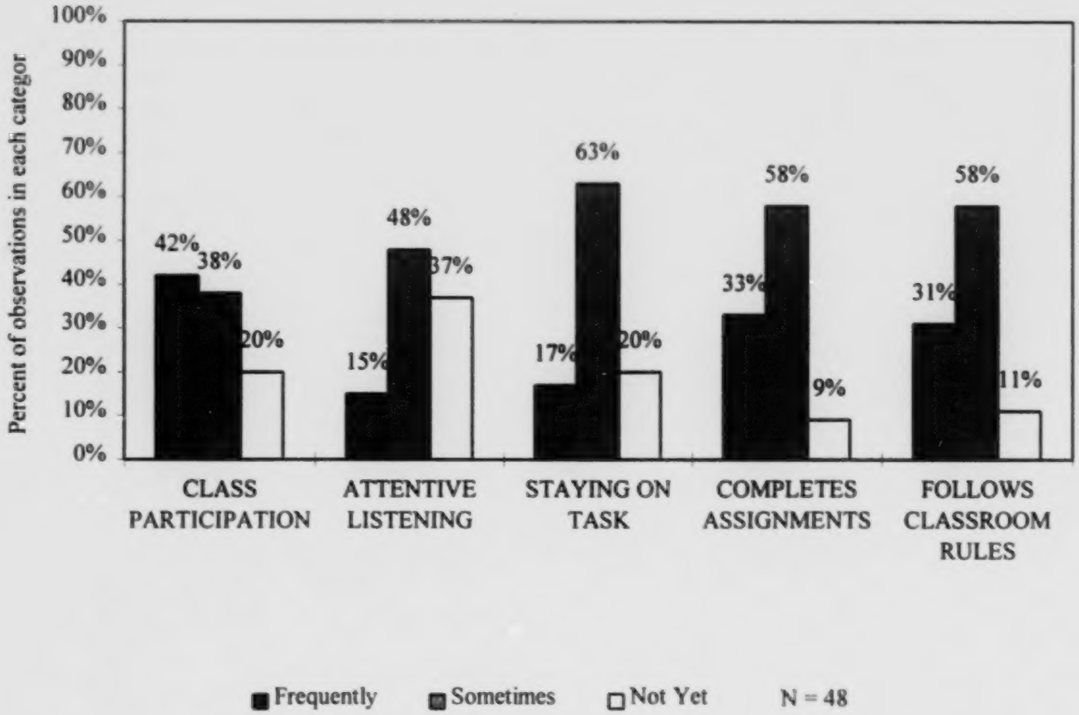

Figure 6. Categories and percentages of engaged behaviors for the targeted class of School C during the first three weeks of school.

In School C, the problems in engaged behaviors that occur frequently are a lack of attentive listening and a lack of staying on task. The data collection in Figure 6 clearly show that approximately 15 % of the incidents recorded reveal that students are frequently on task. As the data in Figure 6 indicate, almost half of the incidents document that students frequently participate in class.

Conversely, 85 % of the incidents recorded show that students fail to exhibit the behaviors that researchers feel show engagement in learning in the categories of attentive listening and staying on task.

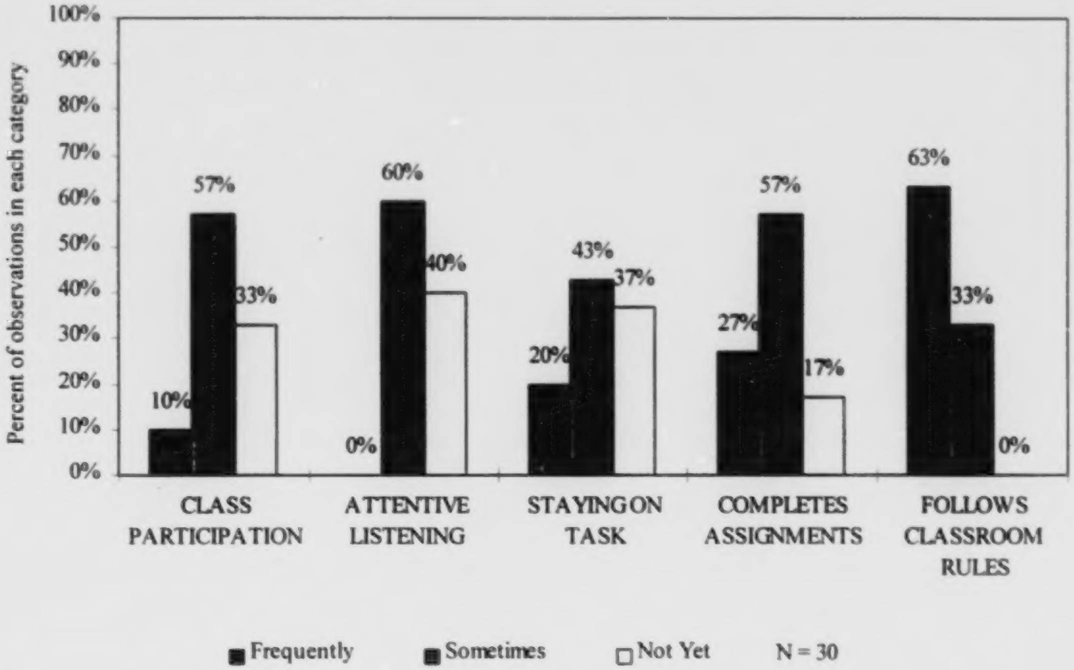

Figure 7. Categories and percentages of engaged behaviors for the targeted class of School D during the first three weeks of school.

In School D, the population of interest are learning disabled. The problems in engaged behaviors that occur frequently are a lack of attentive listening, lack of staying on task, and a lack of class participation. The data collection in Figure 7 clearly show that over one-fourth of the incidents recorded reveal that students frequently listen attentively, stay on task, and participate in class. As the data in Figure 7 indicate, over 60 % of the incidents document that students frequently follow classroom rules.

Conversely, three-fourths of the incidents recorded show that the students do not consistently exhibit the behaviors that the researchers feel show engagement in learning.

In summary, the data suggest that attentive listening and staying on task appear to be the most prevalent problems in the targeted schools. Within the four targeted schools non-engaged behaviors account for approximately 65 % of the observed incidents.

Probable Causes

Probable causes for non-engaged behaviors in School A may be attributed to these major factors: four and five year old students are often off task and do not listen; students are learning how to socialize with one another and get along with one another; and students are ego-centric in nature and find it hard to relate to others' feelings. While these behaviors are to be expected developmentally, it is the task of a pre-school program to assist children to move beyond these behaviors to more socially acceptable ones. Societally, there are other reasons why students are non-engaged. These reasons may include: lack of parental involvement in learning and guidance; over abundance of television viewing; and lack of teacher-parent collaboration.

As noted in Chapter 1, there are many possible causes for non-engaged behaviors in School B. These factors include the discrimination lawsuit and a heterogeneous mix of students from 27 different elementary schools throughout the community. Of these 27 elementary schools, only six are neighborhood schools. The lawsuit, as noted in Chapter 1, has caused major upheaval in the district such as: causing financial burdens, reassignment of students from their neighborhood schools, and racially balancing school and class populations. Students possess a diverse background including ethnicity and income levels. School B is composed of high and low income families with very few middle income families being represented. These factors may be affecting students' feelings of connectedness and self-efficacy. Students who do not feel connected to the school setting and/or effective in that setting are more likely to be non-engaged.

Probable causes for non-engaged behaviors in School C may be attributed to several factors. These factors, as noted in Chapter 1, include rapid growth of the target community, a corresponding increase in school enrollment, and a subsequent strain on the school district's finances and resources. A changing student population is also a contributing factor.

School district enrollment has increased 23% from 1,239 students in 1991 to 1,520 students in 1996. School C has experienced an increase of 40% from 270 students in 1991 to 377 students in 1996. This increase has caused an increase in class size, a shortage of space, and inadequate facilities for the school's enrollment. The administration and staff of School C have noted an increase in non-engaged behaviors and discipline problems as the student population has increased and changed. Many of the new students have difficulty adjusting to the school's expectations and account for a disproportionate percentage of the discipline problems. Over 10% of the students new to the district during the 1991 - 1996 have required special education services which have contributed to the district's financial problems. The increase in the tax base has not offset increased costs to the district as enrollment has grown (J. Burns, personal communication, September 27, 1996).

School D is in the same community and school district as School C and is also experiencing rapid growth. School D has seen an increase in student enrollment, a strain on the school district's finances and resources, and a changing student population. School D was reconfigured from a K - 5 school to a Grade 4 - 5 combination in 1993. In the past three years, enrollment at School D has increased 20% (J. Dunham, personal communication, October 2, 1996). This has caused an increase in class size and a shortage of space. Staff have noted an increase in non-engaged behaviors as the student population has grown and changed. The number of special education students has also grown and staff has been added to accommodate these students. The targeted students in School D have learning disabilities which may in itself be a cause for non-engaged behaviors. The disabilities of the targeted group include attention deficit disorders and auditory, visual, and sequential processing problems.

The professional literature suggests that there are several underlying causes for non-engaged behavior in the classroom. One of these causes is the lack of social skill development. Social skill emphasis is diminishing due to today's highly technological society. Students are not taught the skills necessary to cope in a competitive society (Kain, Downs, & Black, 1988). Edwards and Stout (1989-90) state that direct teaching of social skills is too often neglected, and therefore foundations are not well established. Students receive less guidance today than they did in the past (Anderson & Prawat, 1983). Deficits in social skills contribute to the widespread problems of our youth. Teachers do not address social skill needs of their students (Iannaccone, Wienke, & Casden, 1992). Children who lack social skill development challenge classroom teachers. These students disrupt lessons and routines and set a negative tone for the classroom atmosphere. Lack of social skills can cause non-engaged behavior. When antisocial behavior results, school discipline such as suspension, which limits student opportunities to learn, and teacher's lower expectations for these students heightens the problem (Gottfredson, Gottfredson, & Hybl, 1993).

Children with social deficits tend to carry them throughout life (Carter & Sugai, 1988). According to Chamberlin and Chambers (1994), socially acceptable behavior is not instinctive. Students don't automatically know the rules. Johnson, Johnson, and Holubec (1991) state that children do not develop their social skills due to traditional teaching methods that require students to work alone. If children are not permitted to interact with one another, help each other, and encourage one another, they cannot develop the necessary social skills to be successful in the classroom and in life. If positive interdependence is not structured by the teacher, students will not automatically care about classmates. Many students are competitive and do not believe that others need help to learn. When students do not possess socially acceptable behaviors, isolation and alienation occur. Poor relationships with peers have direct and indirect effects on children's psychological, cognitive, and social development. Most students are not directly taught cooperative skills; therefore, they do not work well together. There is an inverse relationship between students who have been taught to work alone and the number of adults that can effectively work with others in their environment. According to Elias & Branden-Mullar (1994): "If students are preoccupied with their social difficulties, they will not be available mentally or emotionally to absorb, retain, and creatively use the learning opportunities they receive at school and at home". (p. 6)

Many cultures do not encourage socialization, cooperation, and extended relationships according to Madsen, Whiting, & Whiting (as cited in McCafferty, 1990). A multi-ethnic, multi-cultural classroom can become a disruptive force. Multi-racial classrooms can pose problems as well, (Curwin & Mendler, 1993). Batoui (as cited in Welsh, 1992) states that "American kids want their teachers to do everything for them. They're spoiled. In other countries, teachers just lecture and leave and you have to get it. It's the American students, not the teachers, who are the problem". Society views the teacher as being responsible to motivate the student. If the students fail it is not the result of busy parents or the student himself, but it is a result of the teacher. If there are not any immediate rewards, American students do not push themselves to excel (Welsh, 1992). Chronic behavior problems are caused by teachers who have lost control of their classrooms according to some parents. Teachers blame parents who have abdicated their parental role and are sending their discipline problems to school (Fuhr, 1993). According to Baron's study (as cited in Black, 1994) teachers blame students' misbehavior on parents and home environments that do not stress good behavior. Curwin and Mendler (1993) suggest that cultural bias on the part of the teacher can cause non-engaged behavior in the classroom which can escalate, fueled by cross-cultural tensions. Sorenson and Roueche (1986) assert that students often engage in disruptive classroom behavior that interferes with learning because the teacher has a negative attitude toward students and teaching.

Railsback (1992) states that poor classroom management skills can lead to inappropriate behavior and loss of control in the classroom. According to Sprick (1985):

> If a teacher has poor classroom management, students will discover that expectations for behavioral and academic performance are unclear and inconsistent. Students will experiment with various types of misbehavior to determine how much 'goofing around' they can get away with and how little work the teacher will accept. (p. 2)

Wong and Wong (1991) suggest four characteristics of a poorly-managed classroom: low level of student involvement, unclear student expectations, wasted time, confusion, and disruption in the classroom; and a classroom climate that is not work-oriented, but stressful and disruptive.

Ineffective teachers are not organized and well prepared. Hildebrand (1990) states that poor environmental management has a negative effect on children's behavior. Shockley and Sevier (1991) maintain that the developmental characteristics of early adolescents complicate student behavior problems. Teachers' inappropriate organizational and instructional approaches can compound behavior problems. One of the greatest mistakes teachers make when setting up classroom management procedures is not using individualized observation.

Buck (1992) suggests that students misbehave because of boredom, frustration, attention-seeking, a perceived power struggle, and unattainable academic and social expectations. Albert (1989) states that misbehavior is due to students seeking attention, power, revenge, or avoidance-of-failure.

When teachers use punishment as classroom management, students do not understand what is expected of them. Punishment causes children to engage in low levels of moral development (Stone, 1993). Sprick (1985) suggests that punishment does not teach self-discipline because the teacher, not the student, controls behavior. Punishment will result only in a short-term reduction of unacceptable behavior. Punishment could actually decrease engaged behavior if students are not taught appropriate engagement behaviors as an alternative to punishment. Desired engaged behaviors need to be reinforced as well as taught.

According to Hanushek, Glickman, and Branson (as cited in Evans, Corsini, & Gazda, 1990) children are expected to conform to traditional teachers' standards without the freedom of choice. Students are to obey their teacher because she/he is the authority. Kohn (1993) suggests that there is little student-teacher collaboration in decision making and activity planning. The student's job is to do what they have been told to do. Students who are not allowed to make choices or actively participate in activity planning become burned out. Due to burnout, non-engaged students do as little as possible to succeed in the classroom and count the days until school is over. Sprick (1985) states that if teachers want students to be more responsible for their own behavior, they must realize that a teacher cannot "make" a student become more responsible. Students must be taught this trait. Lack of engaged behaviors is in part due to a lack of being taught. Students must be taught responsibility and correct behavior. When these are not taught, students will act out in a variety of ways: assuming the role of the attention getter, refusing to follow directions, being chronically tardy or absent, or by becoming involved with the "wrong" crowd (Fuhr, 1993). Stallings (as cited in Olson, 1989) states that a lack of direct instruction lowers student achievement. According to Anderson (as cited in Evertson & Harris, 1992) there is a decrease of on-task behavior when teachers give frequent seatwork. Teachers are frustrated by a lack of student motivation which leads to non-engaged behaviors (Sprick, 1985).

In summary, there are many underlying causes for students' non-engaged behaviors in the classroom. Probable causes at School A are related to: students' age; lack of parental involvement in learning and guidance; overabundance of television viewing; and lack of teacher-parent collaboration. At School B, probable causes include: conditions imposed as a result of the discrimination lawsuit; the reassignment of students; and a cross section of students from widely varying economic backgrounds. Probable causes at Schools C and D include rapid community and school district growth; a changing student population; the resulting strain on school district finances, and resources; and inadequate school facilities. A review of the professional literature further indicates that a lack of social skill development, poor classroom management, and minimal student-teacher collaboration are also probable causes for non-engaged behaviors.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

The professional literature contains a myriad of suggestions for addressing the problems associated with non-engaged learners. The research on social skill development and classroom management practices form the basis for the solution strategy.

Cooperative learning is not a new concept. John Dewey promoted cooperative learning in the early 1900's to help students investigate and solve problems in a group setting. During the 1970's and 1980's research and development continued on cooperative learning (Ellis & Whalen, 1990; Johnson, Johnson, & Holubec, 1991). According to Slavin (1991), the rationale for cooperative learning includes the following:

> Cooperative learning has been suggested as the solution for an astonishing array of educational problems: it is often cited as a means of emphasizing thinking skills and increasing higher-order learning; as an alternative to ability grouping, remediation, or special education; as a means of improving race relations and acceptance of mainstreamed students; and as a way to prepare students for an increasingly collaborative work force. (p. 71)

Research shows that children are more successful in a cooperative setting, versus a competitive or individualistic setting. Cooperative learning consists of students working toward the same goal, yet remaining individually accountable (Ellis & Whalen, 1990; Johnson et al., 1991). Cooperative learning methods have proven to be successful with high achievers, as well as low and average achievers. Research indicates that cooperative learning works equally well with all ethnic and racial groups in urban, suburban, and rural areas (Cohen, 1990; Slavin, 1991).

Students working together toward a common goal show positive effects on their feelings toward one another. Cooperative settings are more likely to foster friendships, enabling students to trust one another, and influence each other, according to Deutsch (as cited in Cohen, 1994).

Sharan et al. (as cited in Cohen, 1994) found that students coming from cooperative classes are more helpful and less competitive than those coming from whole class instruction. Cooperative groups also benefit interracial relations in classrooms (Cohen, 1994). Other benefits of cooperative learning according to Johnson and Johnson (as cited in Johnson, Johnson, & Holubec, 1987) are that students are more positive about one another, school, teachers, and school work, and are more interpersonally effective.

In 1991, Johnson et al. reported that "Children are not born instinctively knowing how to interact effectively with others. Interpersonal and group skills do not magically appear when they are needed. Students must be taught these skills and be motivated to use them." (p. 5:2) Students of all ages need to be taught how to work cooperatively with their peers. Students must recognize, understand, master, process, persevere, and practice the social skills needed to work cooperatively (Cohen, 1994; Johnson & Johnson, 1989/1990). Studies show that many students lack social development and therefore have no friends and are not well-liked by their peers (Johnson et al., 1991; Roopnarine & Honig, 1985).

Johnson, Johnson, Holubec, and Roy (as cited in Gajewski & Mayo, 1989) state that the following basic elements are needed in a cooperative learning classroom:

1. Positive interdependence - Students must be dependent upon one another for task completion.
2. Face-to-face interaction - There must be verbal exchange among students.
3. Individual accountability - Each student must be held accountable for learning the material so students can provide support and assistance to each other.
4. Appropriate use of interpersonal and small group skills - Students must be taught the social skills needed for cooperative learning, and teachers must observe the groups to see that the skills are being used.

Johnson and Johnson (as cited in Gajewski & Mayo, 1989) distinguished between cooperative learning and traditional learning groups as follows:

COOPERATIVE LEARNING GROUPS	TRADITIONAL LEARNING GROUPS
Positive interdependence	No interdependence
Individual accountability	No individual accountability
Heterogeneous	Homogeneous
Shared leadership	One appointed leader
Shared responsibility for each other	Responsibility only for self
Task and maintenance emphasized	Only task emphasized
Social skills taught directly	Social skills assumed and ignored
Teacher observes and intervenes	Teacher ignores group functioning
Groups process their effectiveness	No group processing

Cooperative learning benefits teachers, students and parents (Albert, 1989; Ellis & Whalen, 1990). Ellis and Whalen (1990) report that cooperative classrooms are happier and more productive and that gains are seen in both the social and academic areas. Learning social skills will benefit students inside and outside the classroom. Ellis and Whalen (1990) believe instruction in social skills helps students accomplish more than those who do not receive instruction. Johnson & Johnson (1989-1990) also report that social skills are important throughout life in maintaining positive relationships, employability, productivity and career success. In order for children to succeed in school, they must possess skills other than academic skills alone. Teachers are well aware of the social behaviors that lead to student's success. People are judged on many social skills such as interaction with others, stress management, peer relationships, listening skills, and many other non-academic skills (Fad, 1990). According to Stone (1993), children need to participate in cooperative play and academic groups that provide a foundation for social learning. Children who have deficits or excesses in social development cause classroom disorder. Socially underdeveloped children do not follow classroom rules and schedules, set a negative classroom tone, and disrupt classroom instruction (Carter & Sugai, 1988).

The social and emotional behavior of children is of great interest to educators. Students' worries, concerns, joys, interests, problems associated with growing up, and getting along in society are the focus of many school programs. The new curricula emphasize improving children's understanding of their own thoughts and emotions about themselves and others to improve rather than replace the academic portion of education. Skills and abilities in social interaction are the focus of today's curricula, and like academic education, foster development and success in today's complex world. Socially competent and well adjusted students learn more easily and have a greater chance for academic success. Students' interpersonal skills are inconsistent; therefore, educators continue to search for methods to develop and enhance students' social skills by increasing students' knowledge of their own and other's emotions (Feshbach, Feshbach, & Fauve, 1983). One of the greatest challenges for all people is to live in unison. Cooperative groups enhance social learning (Hildebrand, 1990). Relationships with others are an important part of development. Social encounters form the foundation for human development. "What the child can do in cooperation today he can do alone tomorrow," (Feeney, Christensen, & Moravick, 1987). Students who are well liked and frequently engaged will learn more readily. Students learn concepts of equality, reciprocity, cooperation, and anger management. Positive or negative encounters with peers intensely affect a student's self-esteem and future peer relations (Sroufe & Cooper, 1988).

Basic social skills must be taught and reinforced in order to meet academic goals (Warger & Rutherford, 1993). Most students respond to social skills being informally woven into the classroom setting. However, many students require direct instruction in acquiring the cooperative social skills. Even though more formal attention to social skill instruction is given to younger students, students at all levels can benefit from direct instruction, guided practice, and constructive feedback (Bellanca & Fogarty, 1991). Ellis and Whalen (1990) state that the following social skills are important:

> Skills such as listening to others, taking turns, contributing ideas, explaining one-self clearly, encouraging others, and criticizing ideas and not people are important

> in almost all classroom and playground activities. And these skills will be important later in life as well. (p. 18)

Johnson & Johnson (1989/1990) state that social skills should be taught in sequential order like English, mathematics, or other subjects. Small groups should be used to teach social skills, rather than individual instruction (Carter & Sugai, 1989).

Social differences among students indicate the need for specific social skill instruction. Madden and Slavin (as cited in Mayo & Waldo, 1994) presented six methods for social skill instruction which include coaching, teaching the skills, providing feedback, modeling, using behavior modification, and learning cooperatively. Strain, Odom, and McConnell (as cited in Mayo & Waldo, 1994) state that direct instruction should involve modeling, role playing, reinforcing behavior, and initiating by peers.

According to Bellanca and Fogarty (1991) social skills should be addressed explicitly. The teaching of social skills should be deliberate and reinforced.

> The caveat to all: **Do not COVER social skills.** Each skill is meant to be modeled, practiced, and used throughout the student's time in the classroom. One social skill mastered by the class each semester is more helpful than 20 "covered"! Less is more. (p.50)

Improved social skills will help increase on-task behaviors and increase students' responsibility for their own learning.

According to the latest research on classroom management, classroom discipline has come a long way from the days of the dunce cap. Classroom management policies are diverse, ranging from a virtual boot camp to a classroom that emphasizes student-teacher collaboration. Teacher roles vary from dictator to facilitator. Many schools have developed complicated discipline policies and conduct codes that set strict standards for students' behavior, even to the point of testing students on school rules and the consequences for breaking them. Other schools rely on commercial discipline programs such as Lee Canter's "Assertive Discipline". Under Canter's system (as cited in Black, 1994) teachers communicate expectations for student behavior and work collaboratively with students to develop and post classroom rules. Students who break these rules are subject to specific consequences. Canter believes that a good discipline plan gives students choices. According to Covaleskie (as cited in Black, 1994) students need to develop a moral sense so that they can choose actions that are right over those that are wrong. Schools lack foresight when they coerce students into obedience and run schools like "boot camps". Students need an explanation of why something is wrong rather than just being told that it is wrong (Black, 1994). Curwin and Medler (1993) believe that discipline techniques that force only obedience to authority do not work in any classroom. These programs make tension worse, particularly in a multi-cultural classroom.

Wong and Wong (1991) define classroom management as a learning environment in which the teacher has well organized her space, materials, time, and students in order for instruction and learning to take place. In a well managed classroom, misbehavior is unusual because students are on-task and involved in their school work. The teacher's goal is to create a productive working environment to establish student involvement and cooperation. According to Sanford, Emmer, and Clements (as cited in Wong & Wong, 1991) the characteristics of a well-managed classroom are:

1. Students are deeply involved with their work, especially with academic, teacher-led instruction.
2. Students know what is expected of them and are generally successful.
3. There is relatively little wasted time, confusion, or disruption.
4. The climate of the classroom is work-oriented, but relaxed and pleasant.

Wong and Wong (1991) further state that the characteristics of an effective teacher are:

1. Works on having a well-managed classroom.
2. Trains students to know what they are to do.
3. Has students working on task.
4. Has a classroom with little confusion or wasted time.

Kounin's study (as cited in Evertson & Harris, 1992; Wong & Wong, 1991) states that effective teachers prevent problems from occurring because students are on-task.

Anderson, Brophy, and Evertson (as cited in Evertson, 1989) state that effective teaching depends on teachers' ability to organize and manage their classroom conditions. Fredrick, Walberg, and Stallings' study (as cited in Evertson, 1989) found that time management was an effective classroom condition. Brophy, Good, Fisher et al., and Medley (as cited in Evertson, 1989) established goal-directed learning activities, opportunities for feedback, and engagement in age-appropriate tasks as effective conditions.

Emmer, Evertson, and Anderson (as cited in Evertson, 1989) state that advanced planning is the key to a well-organized and managed classroom, where learning can occur. Buck (1992) believes effective classroom management involves structuring the environment for learning, structuring the curriculum, and structuring the teacher's behavior to prevent misbehavior in students.

Teachers who have positive attitudes and behaviors are effective classroom managers. These teachers understand the characteristics of the students with whom they work, and they carefully plan learning experiences. A well-organized classroom sets the stage for orderly conduct. Effective classroom managers are skilled in a variety of discipline strategies (Reed, 1991). According to Petty (1988) a school does not need many rules. Petty states that :

> In our school we have one rule: "You will be a lady/gentleman at all times." We find this rule effective because it fits all circumstances. In a room with 10 rules posted, the manipulative student will always find an 11th to break. One rule is more effective because the teacher - not the student - is the judge of compliance. (p.34)

Colvin, Lowe, and Clanton (1986) recommend the following classroom management tips:

1. Establish respect for the teacher.
2. Know when to ignore a situation.
3. Change the pace.
4. Give reminders and warnings.

5. Move closer or put an arm around the child.
6. Show interest.
7. Show affection.
8. Make a direct appeal.
9. Create contracts.
10. Allow cool-down time.
11. Temporarily remove a child from the classroom.
12. Remove the group and deal with the individual.
13. Teach pertinent problem-solving techniques.
14. Use group influence.
15. Recognize good behavior.
16. Provide clear guidance.
17. Focus quickly on inappropriate behavior.
18. Help reduce classroom anxiety.
19. Create as many positive teacher/student interactions as possible. (p. 24-25)

Fuhr (1993) asserts that an effective teacher has the following professional attributes: has effective discipline (consistent and fair), is always prepared, cares for students, is a motivating role model, is enthusiastic, believes all students can be taught, has the respect of students, and knows when to act, how to act, and why.

Stefanich and Bell (1985) maintain that a classroom management system should not be overly restrictive. They recommend a cascade model for classroom discipline with steps in this order: preventive measures, supportive measures, corrective measures, and adaptive measures. Preventive measures are the most desirable, whereas adaptive measures are the least desirable. This model emphasizes the importance of using student and teacher checklists to track student behaviors. Levin, Nolan, and Hoffman (1985) recommend the use of teacher journals as an effective and convenient way to document student behaviors in order to monitor their progress.

The diagnostic approach to classroom management focuses on preventing behavior problems. The essential elements to make this approach successful require that the teacher feel comfortable with oneself, the students, and the discipline style being used. Teachers must believe in their students' ability to display appropriate behavior. Lessons and activities must engage the students in learning and must be pertinent to their lives. Activities must be developmentally appropriate. Student involvement is necessary in creating classroom rules. Students should be aware of the classroom routine and therefore follow it. Educators must recognize the intervals in which discipline problems occur. Respect and appropriate expectations for students' behavior must be modeled by the classroom teacher. The diagnostic approach allows for several methods of preventing and allocating behavior problems. Several suggestions are given for intervention. Teachers should use nonverbal methods, proximity control, setting consequences, behavior modification, and removal of disturbing cause of misbehavior to manage the classroom (Palardy, 1993).

Schools can promote acceptable behavior through modeling and direct instruction (Chamberlin & Chambers, 1994). According to Jones (1994) teacher modeling consists of verbal and non-verbal cues, positive reinforcement of appropriate behaviors, and positive interactions with students. Teachers can use older students, peers, puppets, films, and books to model appropriate behavior.

The success of any classroom management plan depends on the effectiveness of the teacher. No single classroom management plan is best for every teacher. Teachers should develop a management plan that best suits their teaching style. The greatest effect on students' behavior and learning is the teacher's actions in the classroom (Black, 1994). Bellanca and Fogarty (1991) state that there is no such place as the ideal classroom in which everything goes as planned.

In conclusion, a review of the literature shows that cooperative learning strategies are successful in improving student achievement at a variety of grade levels and in many subjects. Inter-group relations and student-teacher relations can be improved through cooperative learning (Slavin, 1991). Social skill instruction and reinforcement through cooperative learning enhances student achievement and life-long learning. The literature further suggests that classroom management procedures that include clear expectations, student-teacher collaboration, and a positive classroom climate will improve student's success in the classroom.

Project Objectives and Processes

The following project objectives reflect suggestions found in the professional literature and an analysis of the data collected regarding the targeted groups.

> As a result of increased instructional emphasis on social skill processes, during the period of September 1996 to February 1997, the pre-kindergarten, fifth, and eighth grade students from the targeted classes will increase engaged learning behaviors in the classroom, as measured by the behavioral observation checklist, teacher journal entries that focus on student behaviors and staff surveys.

In order to accomplish the project objective, the following processes are necessary:

1. A series of cooperative learning activities and materials that foster social skills will be developed for the classroom.
2. Curricular units that integrate social skills into the subject areas will be constructed.
3. Classroom management procedures that include clear expectations and consequences, student-teacher collaboration, and positive classroom climate will be employed.
4. Selected lessons will be redesigned to include components that foster student active participation.

Project Action Plan

The following action plan is designed to implement three major solution components: cooperative learning, social skills, and classroom management. As a result of the implementation, the researchers are striving for increased engagement in learning.

I. Cooperative learning
    A. Groups
        1. Random assignment
            a. Colored popsicle sticks
        2. Size: 2-6 students

3. Base and task groups
4. Assign roles
  a. Checker
  b. Recorder
  c. Encourager
  d. Reader
  e. Materials manager
  f. Time keeper
  g. Observer
5. Bonding Activities
  a. People Search
  b. Market Slices
  c. Fallout Shelter Exercises
  d. Lost On The Moon
  e. Short Changes
  f. Body Language
  g. Talent Hunt Jigsaw
  h. Picture Frames

B. Social skills
1. Basic instruction and reinforcement (Johnson, Johnson, & Holubec, 1991, p. 4:19-4:23)
  a. Active listening (Gajewski & Mayo, 1989, p. 70-76; Mayo & Waldo, 1994, p. 54-58; Bodine, Crawford, & Schrumpf, 1994, p. 142-144, p. 149-150, p. 59-64; Feshbach, Feshbach, Fauvre, & Ballard-Campbell, 1994, p. 9, 14)
    1). Eye contact (Gajewski & Mayo, 1989, p. 32,33,35; Mayo & Waldo, 1994, p. 21-25)
    2). Not interrupting (Bellanca & Fogarty, 1991, p. 80-81; Gajewski & Mayo, 1989, p. 131-136)
    3). Taking turns (Marquis & Addy-Trout, 1992, p. 32-34)
    4). Ability to re-state ideas and feelings of others (Marquis & Addy-Trout, 1992, p. 35-37)
  b. Participation / staying on task (Gajewski & Mayo, 1989, p. 211-217; Bodine, Crawford, & Schrumpf, 1994, p. 11, 44-45, 274-277, 119-120)
    1). Question asking / answering
    2). Entering into the discussion (Gajewski & Mayo, 1989, p. 89-95)
    3). Volunteering
    4). Staying in assigned area
    5). Working on assigned task
  c. Group problem solving (Cohen, 1994, p. 178; Marquis & Addy-Trout, 1992, p. 92-95, 30-31, 38-41, 47-50, 202-204, 211-218, 227-228; Bodine, Crawford, & Schrumpf, 1994, p. 201-202, 94, 87, 282-283, 121, 291-293, 124-127, 297-300, 128-133)
    1). Remind yourself to be flexible and calm (Gajewski & Mayo, 1989, p. 198)

- 2). Disagree with the idea, not the person (Gajewski & Mayo, 1989, p. 219-225; Mayo & Waldo, 1994, p. 141-145)
- 3). Suggest a solution / respect others opinions
- 4). Negotiate / compromise(Gajewski & Mayo, 1989, p. 166-175; Mayo & Waldo, 1994, p. 233-237)
- 5). Reach consensus (Marquis & Addy-Trout, 1992, p. 229-231; Bodine, Crawford, & Schrumpf, 1994, p. 280-281)

d. Affective processing
  - 1). Graphic organizers
    - a). T-charts
    - b). P-M-I
    - c). K-W-L
    - d). Web
  - 2). Follow-up discussions
    - a). Mrs. Potter's questions
    - b). Student evaluation
      - [1]. Group Skills Sheet
      - [2]. Tools for Groupwork Evaluation (Cohen, 1994, pg. 183-184)

2. Assessment
  - a). Behavior observation checklist
  - b). Teacher journal entries

II. Curricular Units
  A. Content areas
    1. School A
      - a. Getting ready for school unit
      - b. Nature unit
      - c. Grandparent's Day unit
      - d. Fruits, vegetables, and good nutrition unit
      - e. Johnny Appleseed unit
      - f. Me and my world unit
      - g. Fire prevention week unit
      - h. Autumn and seasons unit
      - i. Pumpkins and pretend unit
      - j. Halloween and Australia unit
      - k. Indians unit
      - l. Pilgrims and harvest time unit
      - m. Thanksgiving unit
      - n. Animals getting ready for winter unit
      - o. Children of other lands unit
      - p. Gingerbread man unit
    2. School B
      - a. General study skills unit
      - b. Test taking unit
      - c. Reference skills unit

            - d. Work attack unit
            - e. Vocabulary unit
        - 3. School C
            - a. Conditioning unit
            - b. Flag football unit
            - c. Soccer unit
            - d. Aerobics unit
            - e. Volleyball unit
            - f. Weight training unit
        - 4. School D
            - a. Language unit
            - b. Study skills unit
            - c. Composition unit
            - d. Literature unit
    - B. Social skills to be integrated
        - 1. Active listening
        - 2. Participation / staying on task
        - 3. Group problem solving
    - C. Strategies and materials to be used
        - 1. Group tasks
        - 2. Graphic organizers
            - a. T-charts
            - b. P-M-I
            - c. K-W-L
            - d. Web
        - 3. Metacognitive processing
            - a. Follow-up discussions
                - 1). Mrs. Potter's questions
                - 2). Student evaluations
        - 4. Assessment
            - a. Behavior observation checklist
            - b. Teacher journal entries
    - D. Frequencies and durations
        - 1. Schools A,C, and D: 18 week intervention
            - a. Introduce and reinforce one social skill per week for the first three weeks
            - b. Build social skills into each content area for the next 15 weeks
        - 2. School B: two - nine week interventions
            - a. Introduce and reinforce one social skill per week for the first three weeks
            - b. Build social skills into each content area for the next six weeks

- III. Classroom management
    - A. Clear expectations
        - 1. Posted classroom rules
        - 2. Copy of rules for each individual child / parent

- B. Consequences
    - 1. Written copy for each child / parent
    - 2. Fair and consistent
    - 3. Clearly stated
- C. Student - teacher collaboration
    - 1. Opportunities for student feedback
    - 2. Student choices
- D. Positive classroom climate
    - 1. Teacher modeling
    - 2. Safe and secure environment
    - 3. Encouragement / positive interaction
    - 4. Instructional materials available

- IV. Components that foster student active participation
    - A. Activities that engage multiple intelligences
    - B. Authentic assessments
    - C. High expectations
    - D. Higher-order thinking

Methods of Assessment

In order to assess the effects of the intervention, data collected from the behavior observation checklist and teacher journal entries will be analyzed and reviewed by the researchers every three weeks. During these conferences, the four researchers will discuss and analyze the data to determine the success of the intervention strategies in increasing engaged behaviors.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to improve academic success through increased engaged student behaviors. Cooperative learning, social skill instruction and classroom management were selected to reach the desired outcome. The intervention took place at four schools. School A is a preschool where the intervention took place with pre-kindergarten students. Schools B and C are middle schools where the intervention took place with eighth grade students. School D is an upper-elementary school where the intervention took place with fifth grade students.

Cooperative learning was used to teach social skills and was also implemented as an instructional strategy. Students were randomly assigned to cooperative groups and then frequently reassigned. The students were assigned group roles. Bonding activities were implemented throughout the intervention. These bonding activities included a people search, market slices, fallout shelter, lost on the moon, body language, and picture frames. Examples of these bonding activities can be found in Appendix D.

Social skills were introduced during the first three weeks of the intervention and then reinforced throughout the remainder of the intervention. The social skills chosen were active listening, participation / staying on task, and group problem solving. Activities for active listening focused on eye contact, not interrupting, taking turns, and the ability to re-state ideas and feelings of others. Participation / staying on task activities concentrated on question asking / answering, entering into the discussion, volunteering, staying in your assigned area, and working on the assigned task. Group problem solving activities centered on reminding yourself to be flexible and calm, disagreeing with the idea, not the person; suggesting a solution / respecting others' opinions, negotiating / compromising, and reaching consensus. Examples of these social skill activities can be found in Appendix E. In order to process effectively, several graphic organizers were implemented. These included T-charts, P-M-I's, K-W-L's, and webs. Examples of these graphic organizers can be found Appendix F. Follow-up discussions including "Mrs. Potter's" questions and student evaluations were employed to ensure affective processing. Examples of these evaluation activities can be found in Appendix G.

Classroom management procedures were included in the intervention. The procedures included clear expectations and consequences, student-teacher collaboration, and a positive classroom climate. Classroom management procedures were established using the class meeting strategy, see Appendix H. A copy of the rules and consequences for each targeted group can be found in Appendix I. Classroom rules and consequences were posted, and a copy was sent home for each individual student / parent. Consequences were clearly stated, fair, and consistent. Opportunities for student feedback and student choices enhanced student-teacher collaboration. The positive classroom climate included teacher modeling, a safe and secure environment, encouragement / positive interaction, and readily-available instructional materials.

The teacher / researchers fostered student active participation through activities that engaged multiple intelligences, higher-order thinking, high expectations, and authentic assessments. Many of the activities in the action plan utilized these components of student active participation.

In order to assess the effects of the intervention, data was collected from the behavior observation checklist and teacher journal entries. The behavior observation checklist was completed weekly on each targeted group. Students were rated on the frequency of engaged behaviors. These behaviors included class participation, attentive listening, staying on task, completing assignments, and following classroom rules. Teacher journal entries included observations of and reflections on the targeted class. Data collected from the behavior observation checklist and teacher journal entries were analyzed and reviewed by the researchers every three weeks. During these conferences, the four researchers discussed and analyzed the data to determine the success of the intervention strategies in increasing engaged behaviors.

Presentation and Analysis of Results

In order to assess the effects of the intervention on student engagement in learning, data was collected weekly from observation checklists and teacher journal entries. The information shown in Figures 8-12 summarize the behavior observation checklists completed by the researchers concerning the targeted students' engagement in learning during the first and last three weeks of the intervention.

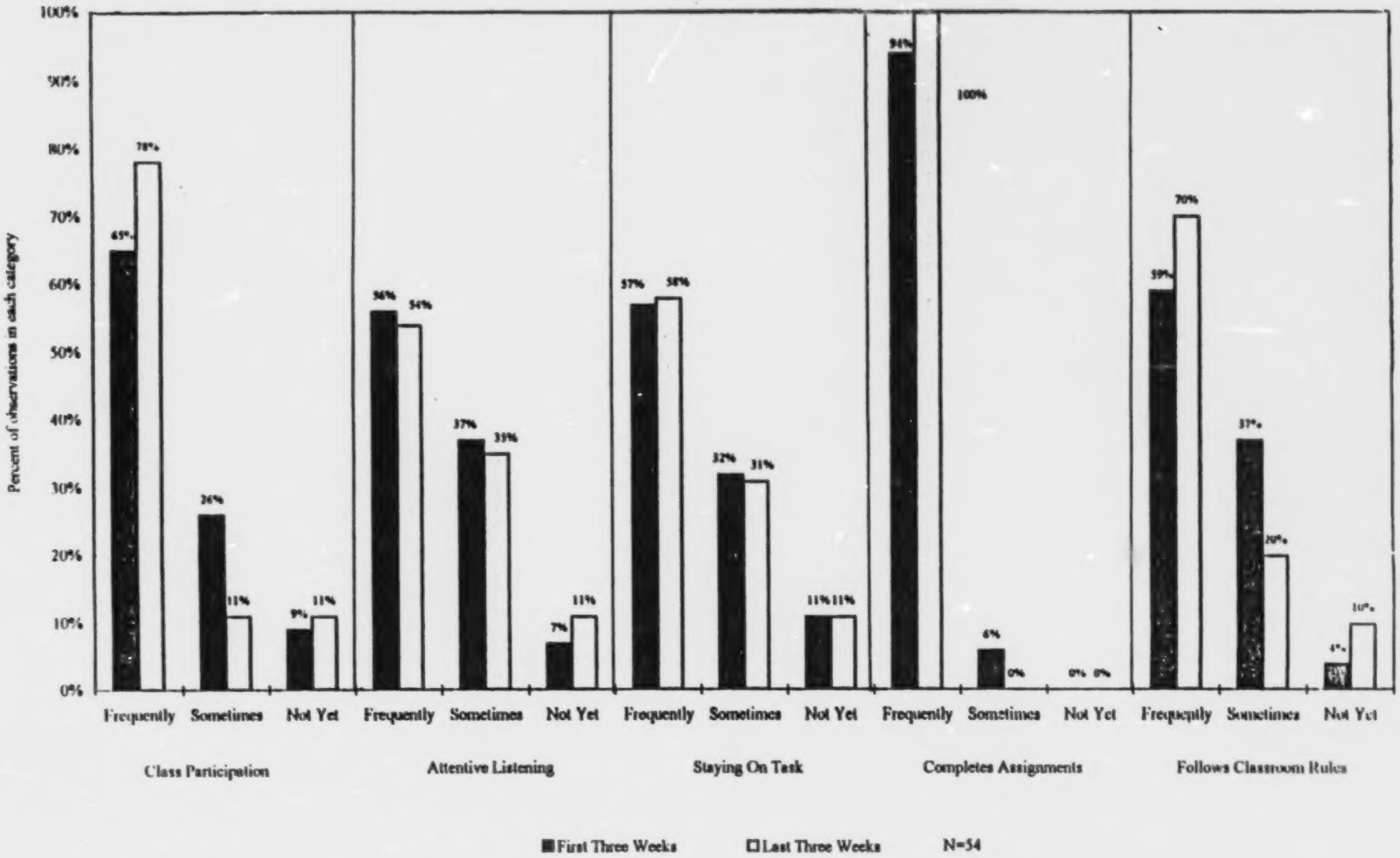

Figure 8. Categories and percentages of engaged behaviors for the targeted class of School A during the first and last three weeks of the intervention.

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In School A, the problems in engaged behaviors during the last three weeks of the intervention that occur frequently are a lack of attentive listening and a lack of staying on task. The data collection in Figure 8 show that approximately three-fourths of the incidents recorded reflect that students frequently participate in class, frequently complete assignments and frequently follow classroom rules. Conversely, approximately half of the incidents indicate that students are unable to frequently listen attentively and frequently stay on task.

When comparing the data in Figure 8, the targeted students in School A who frequently participate in class rose from 65% at the beginning of the intervention to 78% at the end of the intervention. Contrary to class participation, frequent attentive listening decreased from 56% to 54%. The incidents of frequently staying on task improved slightly from 57% to 58%. The incidents of frequently completing assignments rose from 94% to 100%. In comparison, the incidents of frequently following classroom rules increased from 59% to 70% during the last three weeks of the intervention.

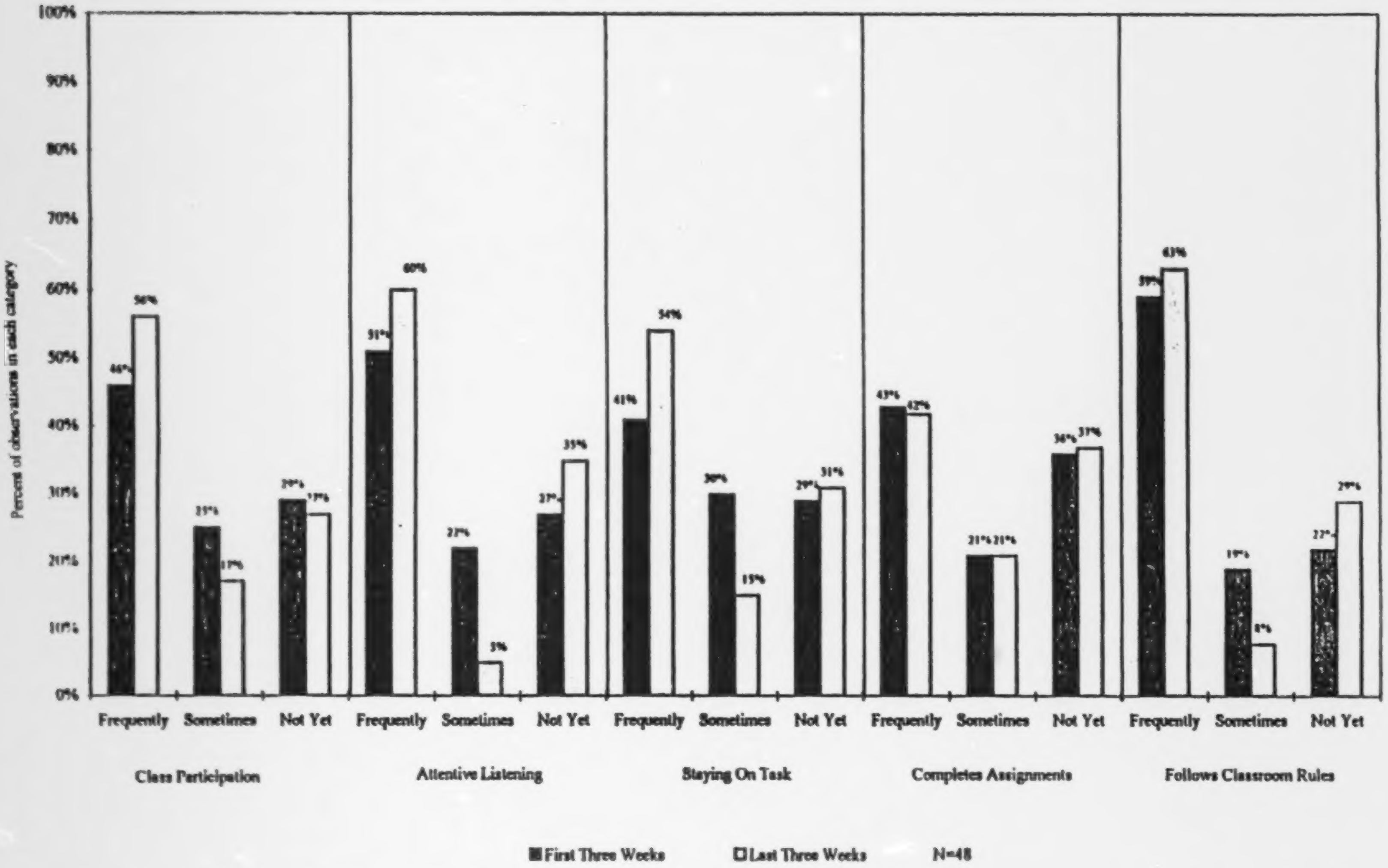

Figure 9. Categories and percentages of engaged behaviors for the targeted class of School B during the first and last three weeks of the first targeted group's intervention.

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In School B, unlike Schools A,C, and D, the intervention was implemented with two targeted groups. Each group underwent a nine week intervention instead of an eighteen week intervention with one targeted group. In School B, during the last three weeks of the first intervention the problem in engaged behavior that occurs most frequently is a lack of completing assignments. The data collection in Figure 9 show that over half of the incidents recorded indicate that students frequently participate in class, frequently stay on task, frequently follow classroom rules, and frequently listen attentively. Conversely, slightly less than half of the incidents recorded show that the students frequently complete assignments.

When comparing the data in Figure 9, the targeted students in School B during the first nine week intervention who frequently participate in class increased from 46% at the beginning of the intervention to 56% at the end of the intervention. An increase in frequent attentive listening was shown from 51% to 60%. Frequently staying on task, improved from 41% to 54%. Contrary to staying on task, the incidents of frequently completing assignments decreased slightly from 43% to 42%. In comparison, the incidents of frequently following classroom rules increased from 59% to 63%.

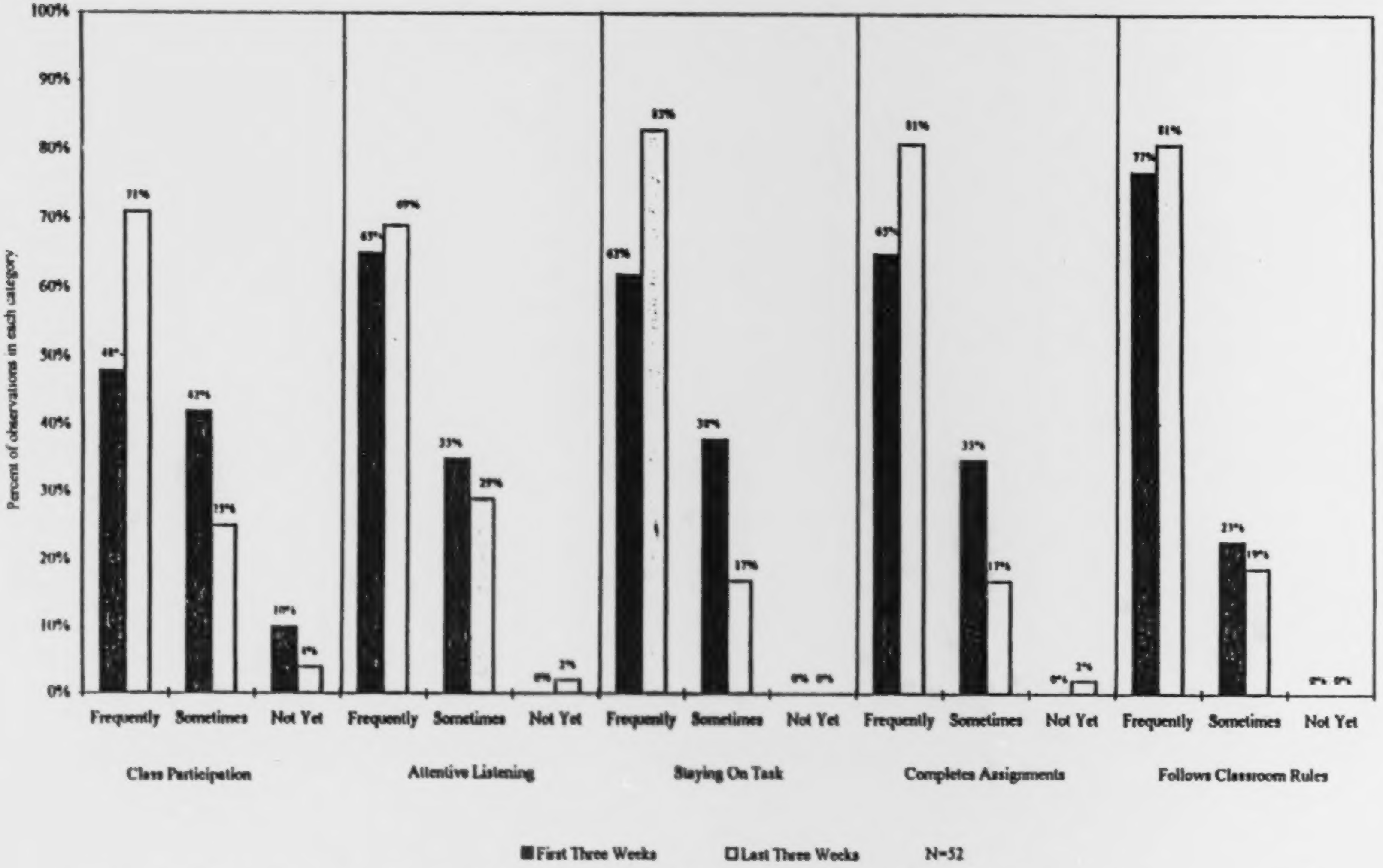

Figure 10. Categories and percentages of engaged behaviors for the targeted class of School B during the first and last three weeks of the second targeted group's intervention.

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In School B, during the first three weeks of the second intervention, the problem in engaged behavior that occurs frequently is a lack of class participation. The data collection in Figure 10 show that slightly over three-fourths of the incidents recorded show that students frequently follow classroom rules. Conversely, over half of the incidents indicate that students do not frequently participate in class, frequently listen attentively, frequently stay on task, or frequently complete assignments.

In School B, data collected during the last three weeks of the second intervention reveal no major problems in engaged behavior. As the data in Figure 10 indicate, over three-fourths of the incidents recorded show that students frequently stay on task, frequently complete assignments, and frequently follow classroom rules. Data further indicates that slightly less than three-fourths of the incidents recorded reveal that students frequently participate in class and frequently listen attentively.

When comparing the data in Figure 10, the targeted students in School B during the second nine week intervention who frequently participate in class increased from 48% at the beginning of the intervention to 71% at the end of the intervention. An increase was shown in frequent attentive listening from 65% to 69%. Frequently staying on task improved from 62% to 83%. Incidents of frequently completing assignments increased from 65% to 81%. Frequently following classroom rules increased from 77% to 81%.

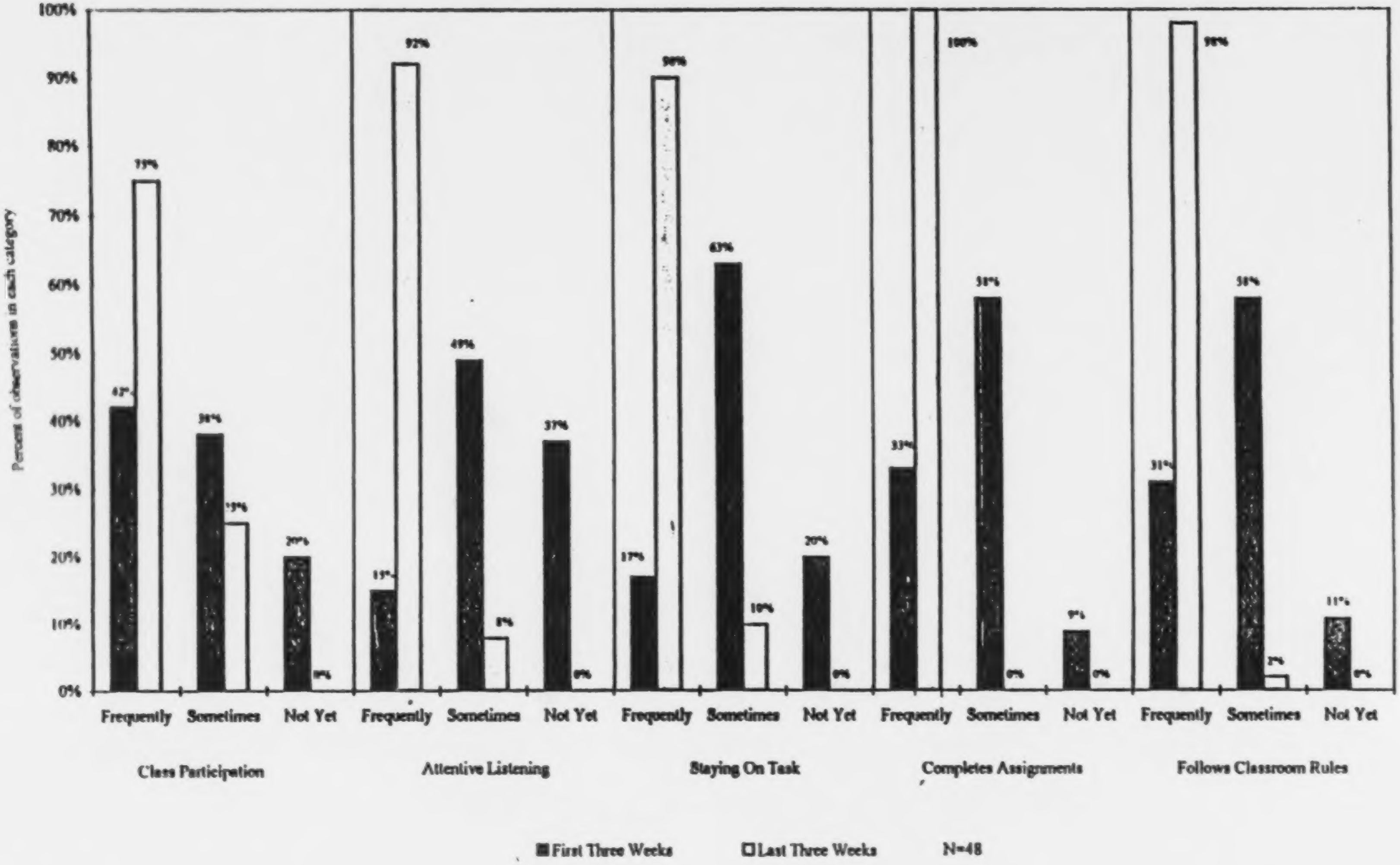

Figure 11. Categories and percentages of engaged behaviors for the targeted class of School C during the first and last three weeks of the intervention.

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In School C, data collected at the end of the intervention indicate there are no major problems in engaged behaviors. The data collection in Figure 11 clearly show that three-fourths of the incidents recorded reveal that students frequently participate in class. As the data in Figure 11 indicate, slightly more than seven-eighths of the incidents document that students frequently listen attentively and frequently stay on task. The data further indicate that nearly all of the incidents recorded show that students frequently complete assignments and frequently follow classroom rules.

When comparing the data in Figure 11, the targeted students in School C who frequently participate in class went from 42% at the beginning of the intervention to 75% at the end of the intervention. The incidents of frequent attentive listening rose from 15% to 92%. Similarly, the incidents of frequently staying on task increased from 17% to 90%. The data further indicate that frequently completing assignments increased from 33% to 100%. The data also reveals an increase in the incidents of frequently following classroom rules from 31% to 98%.

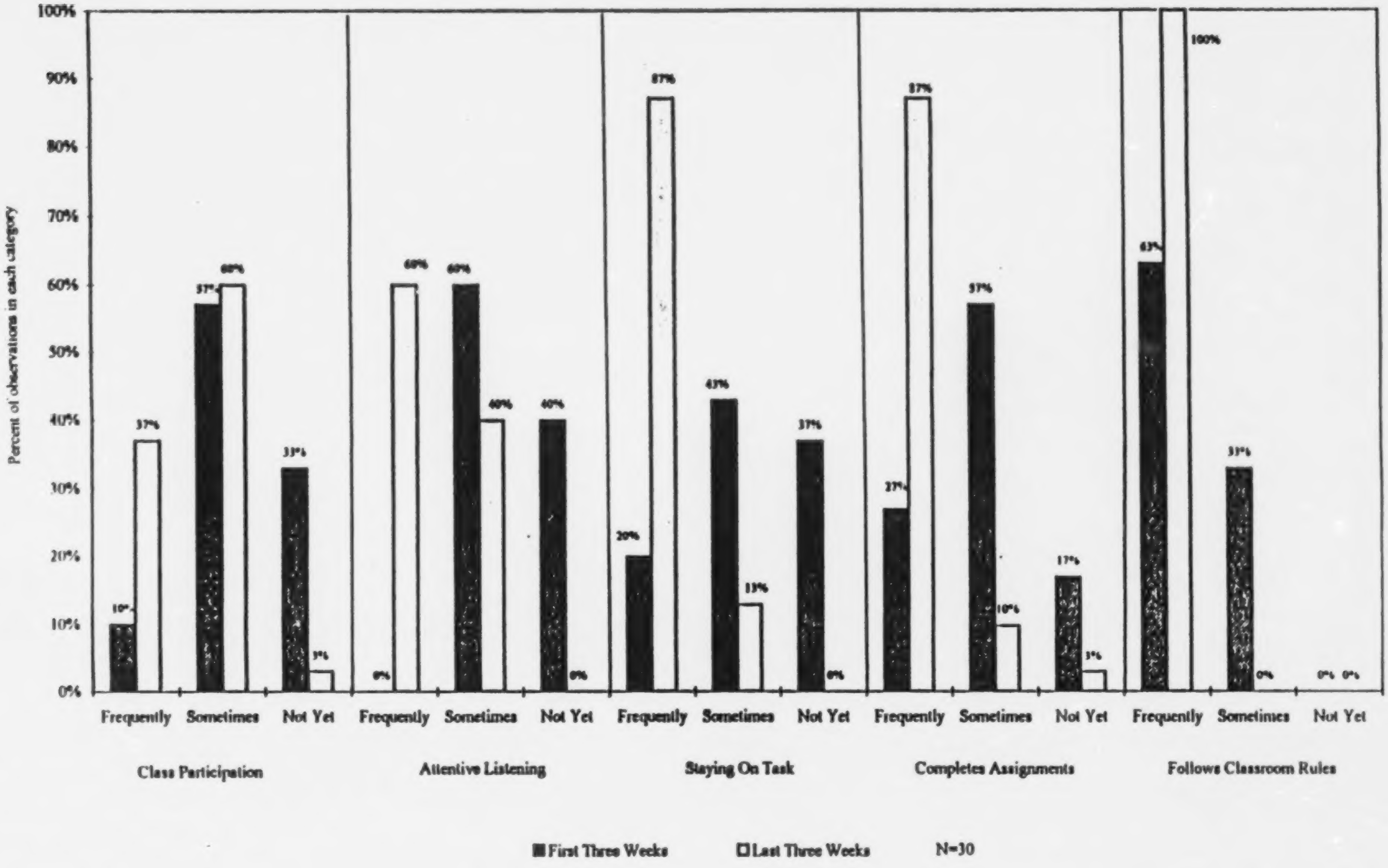

Figure 12. Categories and percentages of engaged behaviors for the targeted class of School D during the first and last three weeks of the intervention.

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In School D, the problems in engaged behaviors that occur frequently are a lack of class participation and attentive listening. The data collection in Figure 12 show that all of the incidents recorded reflect that students frequently follow classroom rules. Conversely, more than half of the incidents recorded indicate that students do not frequently participate in class. The data indicate that over half of the incidents recorded show that students frequently listen attentively. As the data in Figure 12 indicate, more than three-fourths of the incidents recorded document that students frequently stay on task and frequently complete assignments.

When comparing the data in Figure 12 the targeted students in School D who frequently participate in class rose from 10% at the beginning of the intervention to 37% at the end of the intervention. Incidents of frequent attentive listening increased from 0% to 60%. Similarly, the incidents of frequently staying on task rose from 20% to 87% and the incidents of frequently completing assignments rose from 27% to87%. The incidents of frequently following classroom rules rose from 63% to 100%.

Conclusions and Recommendations

Based on the data presented, students in the targeted groups exhibited an increase in engaged behaviors. The intervention appears to have had a positive effect on all of the targeted engaged behaviors. The combination of cooperative learning, social skill instruction, and classroom management led to the desired outcome of this project.

Working cooperatively in base and task groups appeared to increase class participation, staying on task, and completing assignments. Role assignments fostered student responsibility and assignment completion. The small group size of two to five students appeared to encourage bonding among group members, as well as whole class cohesiveness. The intervention enabled the teacher / researchers to act as facilitators, while the students became more responsible and engaged in their own learning. Toward the end of the intervention, students preferred to work in their cooperative groups.

Basic social skill instruction promoted active listening, participation / staying on task, and group problem solving. Students interrupted less, took turns, restated ideas and feelings of others, and were more comfortable in maintaining eye contact. As the intervention progressed, students were more able to participate in discussions by asking and answering questions and volunteering information. More time was spent on-task due to students staying in their assigned area. Class collaboration increased through group problem solving activities. Students appeared to be flexible and calm, open to the opinions of others, able to compromise, and reach consensus.

Graphic organizers confirmed the effectiveness of the intervention. Students appeared to be more comfortable after repeated practice with graphic organizers. Affective processing activities were successful in assessing group productivity.

The assessment tools used during the intervention aided the researchers in determining the effectiveness of the intervention. The information collected from the behavior observation checklists allowed the researchers to document the degree of engaged behaviors. These checklists enabled the researchers to monitor the increase in engaged behaviors from the beginning to the end of the intervention. The researchers were able to note individual student's progress thoughout the duration of the intervention. Teacher journal entries proved valuable in assessing the effectiveness of the intervention. The journal entries allowed the researchers to organize the implementation of the action plan. The journal provided the researchers with feedback on how well the activities were received by the targeted students. Researchers were able to record the positive and negative aspects of each activity. The journals further served a purpose of allowing the researchers to evaluate and revise the activities for possible future interventions.

Classroom management techniques assisted the researchers in creating a positive classroom climate. Students appeared to embrace the concept of student - teacher collaboration as evidenced by the manner in which they took ownership of rules and consequences created by the students and teachers at the beginning of the intervention. Student choices and opportunities for feedback promoted a better student / teacher rapport. The safe and secure classroom environment fostered a positive classroom climate. Through encouragement and positive interaction, students were less inhibited in expressing their opinions and feelings and respecting the feelings and opinions of others. In addition, the researchers felt that there were less discipline problems as a result of the intervention.

In School A, the teacher / researcher had to adapt the activities of the intervention due to the age of the pre-kindergarten students. The action plan was modified slightly by using more verbalization in the activities. Students this age have a short attention span. Therefore, the length of the activities was shortened. Pre-kindergarten students are very receptive to working in cooperative groups. The researcher feels that attentive listening decreased due to the increased comfort level among students. The intervention was easily incorporated into the pre-existing curricula. The teacher / researcher felt the intervention was very successful with the pre-kindergarten students.

In School B, the teacher / researcher's class schedule necessitated two nine-week interventions with two targeted groups rather than an 18 week intervention with one group. The researcher felt that this time period was a determent to the intervention because the intervention had to be explained, modeled, and reinforced in a shorter time frame. The first targeted group contained students with a wide variety of learning abilities, with a disproportionate number of low-achieving students. This was a multi-cultural class that was predominately male. Many of these students had a history of discipline problems, but they were not evident during the intervention. This group accepted base groups, but preferred to work in pairs for task group activities. The students had no problems completing classroom assignments, but had a hard time completing homework assignments. The researcher felt that the most successful factor of this intervention was an increase in positive student / teacher rapport.

The second targeted group also contained students with a wide variety of learning abilities and ethnic backgrounds. However, this group was gender balanced. There were no major discipline problems that interfered with the progress of the intervention. The teacher / researcher felt that this intervention was very successful in increasing engaged behaviors in all categories.

In School C, as noted in Chapters 1 and 2, rapid enrollment growth, large class size, and a changing student population contributed to the lack of student engagement in learning. The targeted intervention group was a small class of 16 students, with a variety of learning abilities. Some students had a history of discipline problems, while other students had no discipline problems noted. The targeted group accepted the intervention very well with only minor resistance. Students showed steady progress throughout the intervention and made favorable comments about the activities. The students felt this class provided a safe and secure environment with student / teacher collaboration. They responded positively toward the group work and problem solving. Most students felt that they learned to get along with each other better as well. This class presented less discipline problems throughout the intervention than the teacher / researcher's other classes that were larger and received no intervention. The teacher / researcher further felt that the small class size may have contributed to the success of the intervention.

School D is located in the same school district as School C. Therefore, School D has experienced the same rapid growth in enrollment, increasing class sizes, and a changing student population. The targeted group consisted of 10 students with learning disabilities. These students have trouble making eye contact and participating in classroom discussions due to previous learning failures and frustrations. The targeted group readily accepted the intervention. The students gained confidence through working in small groups, which also enhanced the development of social skills. This group responded very well to the student / teacher collaboration in the development of classroom rules and consequences. The teacher / researcher felt that this was a contributing factor to the low incidence of discipline problems during the intervention. The teacher / researcher felt this intervention was a success.

Several recommendations can be made regarding this action research project. It would appear that the foundations for cooperative learning, social skill instruction, and classroom management techniques should be implemented during the pre-kindergarten years. The skills should be reinforced throughout the student's future schooling. It is further recommended that this intervention should be implemented throughout the entire school year, rather than a nine or 18-week time frame. In this action research project, there were four schools, with three different age levels, a wide range of student activities and different subject areas. All the teacher /

researchers used the same intervention action plan and were successful in increasing engaged behaviors. The teacher / researchers felt that cooperative learning, social skill instruction, and classroom management can be effective in increasing student engagement in the learning task. Due to the success of the intervention, the teacher / researchers will continue to implement these techniques and strategies throughout the remainder of the school year and extend the use of these techniques to other classes in the future.

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"Appendices"

Appendix A

STAFF SURVEY

We are interested in gathering your opinions on student engagement in learning. We have defined student engagement as follows: class participation, attentive listening, staying on task, completing assignments, and following class rules.

Class participation: Question asking/answering, entering into discussion, and volunteering.

Attentive listening: Eye contact, not interrupting, and taking turns.

Staying on task: Staying in assigned area and working on assigned task.

Years of teaching______

Grade level______

What motivates your students?

What non-engaged behaviors have you seen in your classroom?

What do you suggest a teacher do to increase engaged behaviors?

Appendix B

BEHAVIOR OBSERVATION CHECKLIST

Teacher:____________________________ **Date:**____________________

Ratings:
✓ = Frequently
+ = Sometimes
O = Not Yet

NAMES OF STUDENTS (CODED)	Class Participation	Attentive Listening	Staying on Task	Completes Assignments	Follows Classroom Rules	COMMENTS
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
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32.						
33.						
34.						
35.						
36.						

Appendix C
TEACHER JOURNAL ENTRIES

Week of ____________

Actions Taken:

Reflection:

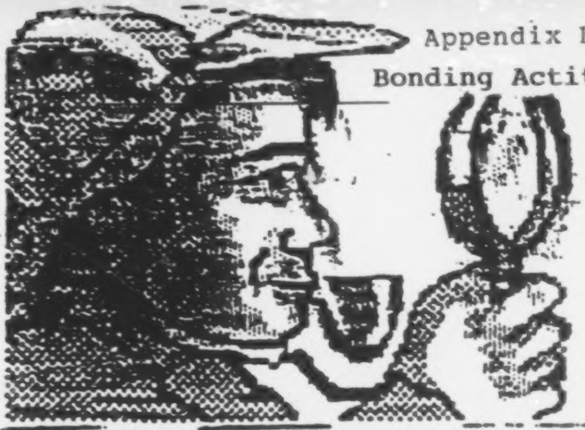
PLUSES (+)	MINUSES (-)	INTERESTING (?)

Comments, Notes (Continued on back, as needed):

Appendix D

PEOPLE SEARCH

Bonding Actities



FIND SOMEONE WHO:

LIKES MATH	IS A GOOD LISTENER	HAS VISITED ANOTHER COUNTRY	LIKES THE SAME SPORT AS YOU	IS PATIENT
LIKES TO GO TO SCHOOL	HAS A PET	IS A GOOD SWIMMER	LIKES TO READ	IS TICKLISH
CAN PLAY AN INSTRUMENT	WEARS GLASSES OR CONTACTS	PUT YOUR NAME HERE	WAS BORN IN THE SAME MONTH AS YOU	LIKES TO BE ORGANIZED
CAN TELL A GOOD JOKE	CAN SPEAK ANOTHER LANGUAGE	LIKES TO DRAW	HAS MORE THAN 2 BROTHERS OR SISTERS	LIKES TO BE HUGGED
IS LEFT-HANDED	SMILED AT SOMEONE TODAY	LIKES HAMBURGERS	LOVES CHOCOLATE	LIKES TO CAMP

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MARKET SLICES ★☆

BY WILL SHORTZ

These days you never know exactly what's in your favorite food products or other items at the store. You have to read the labels carefully. The same goes for the products' names. Below are 16 words taken from well-known commercial logos. How many of the products can you identify? For example, the word LOG in #1 is from KELLOGG'S

ANSWERS, PAGE 30

1 log	2 RACE	3 ills
4 chic	5 OGRES	6 MUCK
7 RAF	8 harm	9 pica
10 RING	11 rill	12 wee
13 SHE	14 bell	15 東 CHOY
16 ride	17 rān	18 HEAT

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Appendix D

Fallout Shelter Exercise: Ranking Task

The possibility of a nuclear war has been announced and the alert signal has been sounded. You and the members of your group have access to a small basement fallout shelter. When the attack warning signal is announced, you must immediately go to the shelter. In the meantime, you must decide what to take with you to help you survive during and after the attack. You are outside the immediate blast areas. The greatest danger facing you is from radioactive fallout. In order to help in your decision making, rank the following items in order of their importance to your survival in the shelter.

_____ one large and one small garbage can with lids

_____ broom

_____ containers of water

_____ blankets

_____ canned heat stove

_____ matches and candles

_____ canned and dried foods

_____ liquid chlorine bleach

_____ vaporizing liquid fire extinguisher

_____ flashlight and batteries

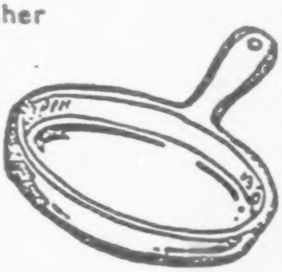
_____ battery-powered radio

_____ soap and towels

_____ first-aid kit with iodine and medicines

_____ cooking and eating utensils

_____ geiger counter



Instrument 4.8

Lost on the Moon

Instructions: You are a member of a space crew originally scheduled to meet with a mother ship on the *lighted surface* of the moon. Because of mechanical difficulties, however, your ship has been forced to land at a spot 200 miles from the mother ship. During the rough landing much of the equipment aboard was damaged, and, since survival depends on reaching the mother ship, only the most critical items must be chosen for the 200-mile trip. Your task is to rank the items below according to their importance for enabling your crew to reach the mother ship. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

_____ Box of matches

_____ Food concentrate

_____ Fifty feet of nylon rope

_____ Parachute silk

_____ Solar-powered portable heating unit

_____ Two .45 calibre pistols

_____ One case dehydrated milk

_____ Two 100-lb. tanks of oxygen

_____ Stellar map of moon's constellation

_____ Self-inflating life raft

_____ Magnetic compass

_____ Five gallons of water

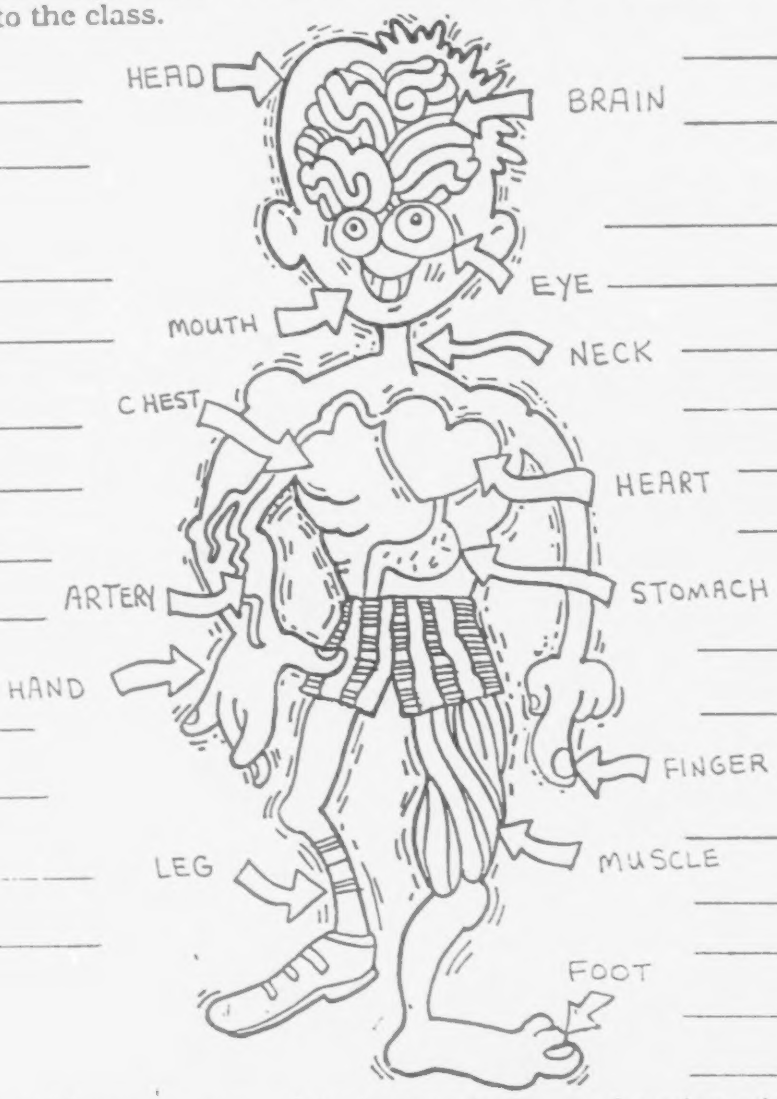
_____ Signal flares

_____ First aid kit containing injection needles

_____ Solar-powered FM receiver-transmitter

Body Language

There are many words associated with the human body that are also associated with other things. For instance, a bed has both a head and a foot, a river has a mouth, and another name for a computer is a brain. Brainstorm with your partner or small group to discover as many associations as possible for each label below. Be ready to explain your answers to the class.


HEAD
BRAIN
EYE
MOUTH
NECK
CHEST
HEART
ARTERY
STOMACH
HAND
FINGER
LEG
MUSCLE
FOOT

BONUS: A life-size version of the human body may be adapted from this figure and displayed in the classroom where all groups may add their associated ideas.

Name ______________________________ Date ____________

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Appendix D
Picture Frames

This activity helps students to find commonalities among each other.

1. Combine 2 interview pairs into a group of 4 (optional 3's or 5's).

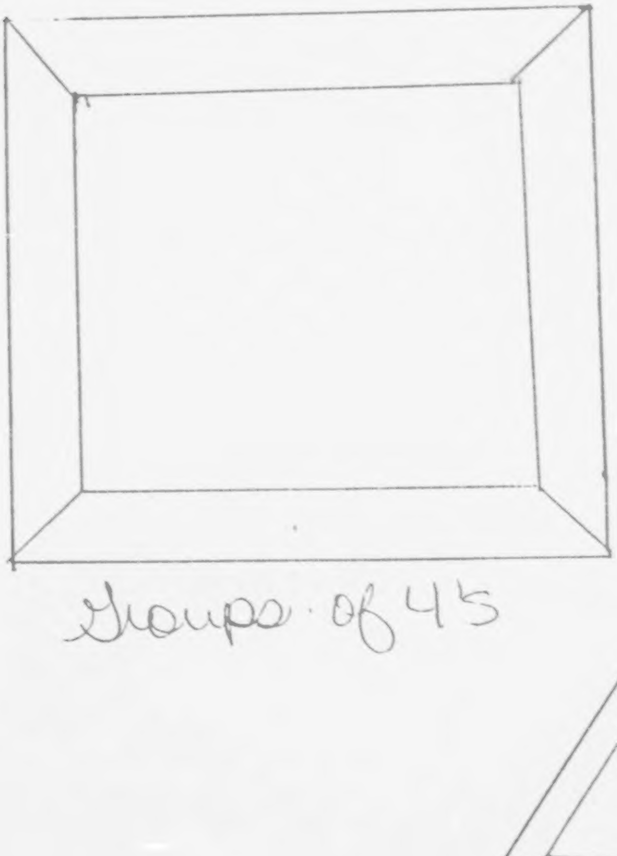
2. Each group needs a large piece of newsprint and 4 markers.

3. Each student's name is placed in the frame.
   5-10 common interests are placed in the center (Give 5 - 10 min.)
   * Brainstorm common interest ares on the board with whole class.

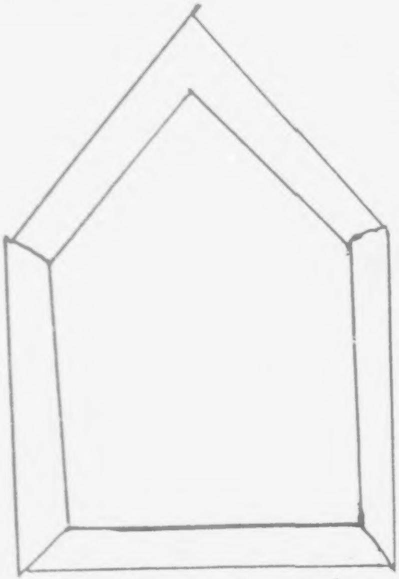
4. After 5-10 common interests are found, have group make up a name for their group and a logo (based on commonalities) - Place on newsprint.

5. Each group shares their frame with the rest of the class.

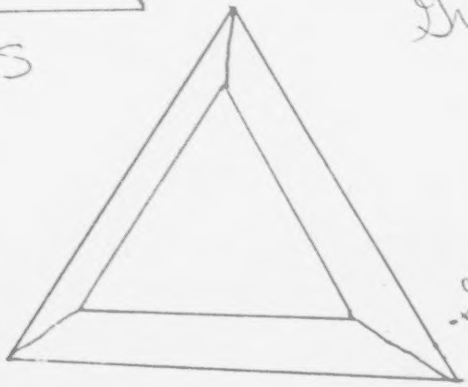
6. After each group presents, place the frames on the walls around the room for all to see.



Groups of 4's



Group's of 5's



Groups of 3's

Social Skill Activities

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Social Skills Lesson Planning Unit

David W. Johnson and Roger T. Johnson

What Are The Social Skills You Are Going To Teach?

1. Active Listening
2. Participation / Staying on Task
3. Group Problem Solving
4.

Pick one skill and complete the rest of this unit. Then repeat the unit for the second skill. Repeat untill a plan is completed for all skills identified.

Step 1: How Are You Going To Communicate The Need For The Collaborative Skills?

☐ 1. Room displays, posters, bulletin boards, and so forth.

☑ 2. Telling students why the skills are needed.

☐ 3. Jigsawing materials on the need for the skills.

☐ 4. Have groups work on a task and then ask students to brainstorm what skills are needed to help the group argue constructively.

☐ 5. Giving bonus points or a separate grade for the competent use of the skills.

☑ 6. Other(s): Group activities related to the social skill

Appendix E

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Social Skills

Step 2: How Are You Going To Define The Skill?

1. Phrases (list 3):

   a. Active listening: attentive, participating, focused listening

   b. Participation/Staying on task: see behaviors

   c. Group problem solving: see behaviors

2. Behaviors (list 3):

   Eye contact, not interrupting, taking turns

   a. Active listening: ability to restate ideas or feelings of others

   Question asking/answering,

   b. Participation/Staying on task: volunteering, staying in assigned area + working on assigned task

   c. Group problem solving: Flexible, calm, disagree with idea, not person; suggest solutions, respect opinions, compromises, negotiate, reach consensus

3. How will you explain and model each social skill?

✓ a. Demonstrate the skill, explain each step of engaging in skill, and then redemonstrate the skill.

___ b. A videotape or film will be used to demonstrate and explain the skill.

___ c. Ask each group to plan a role-play demonstration of the skill to present to the entire class.

✓ d. Other(s): Skill related activities in groups

Step 3: How Will You Ensure That Students Practice The Skill?

✓ 1. Assign specific roles to group members ensuring practice of the skills.

✓ 2. Announce that you will observe for the skills.

✓ 3. Have specific practice sessions involving nonacademic tasks.

(group activities from action plan.)

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Appendix E

Social Skills

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✓ 4. Other(s): Verbal reinforcement

Step 4: How Will You Ensure Students Receive Feedback And Process Their Use Of The Skills?

Teacher Monitoring:

___ 1. Structured observation with the social skills observation sheet, focusing on each learning group an equal amount of time (30 minutes, 6 groups, each group is observed for 5 minutes).

___ 2. Structured observation with the social skills observation sheet, focusing only on the learning groups in which target students (emotional/behavior problem students, handicapped students, low achieving students, and so forth) are members.

✓ 3. Anecdotal observation (eavesdropping) to record the significant, specific events involving students engaging in social skills with each other.

✓ 4. Other(s): Engaged behavior observation checklist

Teacher Intervening:

1. If the social skills are not being used in a cooperative group, I will:

✓ a. Ask the group what it has done so far and what it plans to try next to increase the use of the social skills.

✓ b. Other: Verbal encouragement, reinforce use of the social skill

2. If the social skills are being used in a cooperative group, I will:

✓ a. Note it on the observation sheet or anecdotal record and come back to the group during the processing time, call attention to the use of the skills, and compliment the group.

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✓ b. Interrupt the group, call attention to the use of the skills, and compliment the group.

✓ c. Call attention to it during the whole-class processing.

____ d. Other: ____________________

~~Student Observers:~~

~~1. Student observers will be selected by: ____________________~~

~~2. Student observers will be trained by: ____________________~~

~~3. Time for the student observers to give group members feedback will be provided by: ____________________~~

During the group processing time, students will:

✓ 1. Receive feedback from the teacher.

____ 2. Receive feedback from the student observer.

____ 3. Complete a skills checklist or say/write, "Things I did today that helped my group are..."

____ 4. Say/write, "Things I plan to do differently next time to help my group work better are..."

____ 5. Say/write, "What I learned about being a good group member is..."

✓ 6. Other: Mrs. Potter's questions, group evaluation forms, PMI

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Step 5: Ensure That Students Persevere In Practicing The Skills

I will provide continued opportunity for students to practice and repractice the collaborative skills by:

____ 1. Assigning the collaborative skills to group members for _____ sessions.

____ 2. Assigning the collaborative skills to the groups as a whole with all members being responsible for their use _____ sessions.

____ 3. Asking another teacher, an aide, or a parent volunteer to tutor and coach target students in the use of the skill.

____ 4. Asking the groups to process how well each member is using the skill for _____ sessions.

✓ 5. Intermittently spend a class session on training students to use and reuse the skill.

____ 6. Intermittently give any group whose members use the skill above a certain criterion a reward of ________________________.

✓ 7. Other: Encourage use of the skills during activities and group work

ACTIVITY

7

Communication: Active Listening

PURPOSE To learn what active listening is and to practice its components: attending, summarizing, and clarifying

MATERIALS
Student Manuals
Easel pad
Marker

FORMAT OPTIONS
Whole class discussion/participation
Cooperative learning

PROCEDURE

1. Briefly discuss "Communication Problems," on page 59 of the Student Manual.
2. Group the class into pairs and instruct each pair to find a space in the room to sit face-to-face. Each pair should decide who is the speaker and who is the listener. Explain that in this activity students will have an opportunity to practice some behaviors called *active listening.*
3. Ask the question "How can you show someone you are listening without saying anything?" List students' responses on the easel pad. Elicit the following:

   Eye contact

   Smiles or other facial expressions

   Nods or gestures

   Body position and posture (leaning forward)

   Ignoring distractions

4. Refer the group to page 60 in their Student Manuals, "Active Listening: Attending," and discuss. Summarize that *attending* means both hearing and understanding, and that people know you are attending by your "body talk."
5. Tell the class the speaker in each pair is to think about the perfect weekend. Then the speaker will tell about the perfect weekend. By attending, the listener will encourage the speaker to talk. However, the listener may not speak.

6. Allow the speaker in each pair to talk for a minute. After the minute is up, call time. Ask the speakers:

   Did you think you were listened to?

   What did the listeners do to show you that they were listening and interested?

   How did it feel to be listened to?

   Ask the listeners:

   Did a minute seem like a long time to listen?

   Did you have the urge to interrupt or ask a question?

7. Have the pairs reverse speaker and listener roles and repeat the activity. Follow up with the same questions as before.

8. Discuss the idea that there is no absolutely right or wrong way to show that you are attending to a speaker. Some of what one culture thinks is attending may be thought of very differently in another culture. For example, eye contact in some cultures is considered disrespectful. Smiling and nodding means agreement to some but does not mean agreement to others. Being too close physically may cause a speaker to be uncomfortable. However, being interested in the speaker and what is being said and not allowing yourself to be distracted is a good listening skill in all cultures. Paying close attention to the speaker and watching to see how the speaker reacts to your behavior will help you to be a good listener.

9. Refer students to page 61 in their Student Manuals, "Active Listening: Summarizing," and discuss. Explain that *summarizing* means you state the facts and reflect the feelings in a situation.

10. Tell students that next the listeners will use the verbal behavior of summarizing (in addition to the attending behaviors) to let the speakers know they have been heard. Before students begin, point out that summarizing does not mean repeating word for word. A summary should be a statement of what was said and the feelings involved but without all the details, especially negative labels (name-calling and the like).

    Example: "She is a cold, uncaring, bossy creep who wouldn't let me go to the movie, and I hate her."

    Summary: "Your mother told you that you could not go to the movie, and that made you angry."

11. Instruct the speaker in each pair to think of a problem (conflict) with someone else and then tell the listener about that problem. In describing the problem, the speaker should answer the following questions:

    What was the problem?

    Whom was it with?

How did you feel?

What did you want?

Why did you want that?

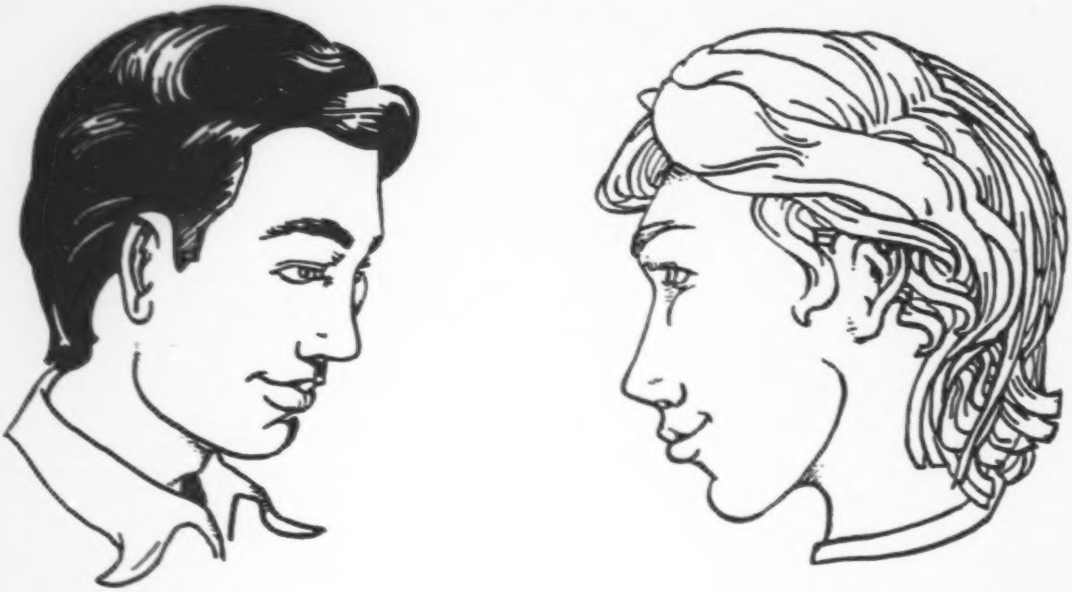
The listener attends to what the speaker is saying, then after a minute summarizes what was said. (Allow the listener in each pair 30 seconds to summarize.)

12. Ask the speakers whether their partners used attending behaviors and whether the listeners' summaries showed they understood what was said. Ask the listeners what was difficult about this exercise, if they paid better attention because they knew they had to summarize, and if they recognized the feelings expressed by the speakers.
13. Change roles in the pairs and repeat.
14. Refer group members to page 62 in their Student Manuals, "Active Listening: Clarifying," and discuss. Explain that, in addition to attending and summarizing, the listener can also encourage the speaker to continue by asking for more information, or *clarifying*.
15. Instruct the speaker in each pair to continue to talk about the problem originally presented. When time is called, the listener is to summarize what the speaker communicated and then seek additional information. Allow speakers a minute to talk; allow listeners a minute to summarize and clarify. Tell the speakers that they may respond to the listeners' requests for more information.
16. Ask the speaker in each pair whether the listener used attending behaviors, understood what was said, and recognized feelings. Ask the listener what was difficult about this, if he or she asked for clarification, and what type of response the questioning generated. Encourage the listener in each pair to give you some specific examples of the questions asked.
17. Change roles in the pairs and repeat.
18. Summarize the idea that active listening is needed to understand a problem and is made up of attending, summarizing, and clarifying behaviors.

Name:____________________

EYE CONTACT

Having ***good eye contact*** means *looking at the person you are talking with*. It is not necessary to stare at the person, but you should look at their face most of the time. People who have good eye contact give the impression that they are confident.



DIRECTIONS: Answer the questions.

1. Why is it important to have good eye contact?

2. Tell five instances when you could be talking with someone and you would want to have good eye contact (e.g., when I am asking my teacher about a homework assignment).

   a. ____
   b. ____
   c. ____
   d. ____
   e. ____

3. Tell two situations when you would *not* be able to have good eye contact with someone (e.g., when you're driving a car and talking to someone).

   a. ____
   b. ____

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Name:________________

Interrupting the Right Way!

REMEMBER these three skill steps for interrupting:

1. **G**et the person's attention
2. **A**pologize for interrupting
3. **G**ive the reason for interrupting

HINT! Think of the word **GAG**, to help yourself remember the skill steps for making an interruption. The word **GAG** should also remind you to interrupt only when it is necessary.

DIRECTIONS: After reading each situation below, choose the best way for the person to make the interruption. Circle the correct letter.

1. Aldo's grandmother said she would drive him to his softball game. It was time for them to leave, but his grandmother was involved in watching a good movie. Aldo decided he had better interrupt her, or he would miss his game.

   A. "Man, is that all you ever do is watch that TV?"

   B. "Come on! Let's go. I'm gonna be late."

   C. "Excuse me, Grandma. I'm sorry for interrupting, but my game starts in ten minutes. I think we had better leave soon, or I'll be late."

2. Melissa's school bus was approaching her house when she suddenly remembered that she needed money to order her yearbook. It was the last day to order one. She ran into the kitchen to ask her mom for the money and saw that her mom had just gotten a call on the telephone. Melissa knew she had better interrupt in a polite way, or her mom might not give her the money.

   A. "Mom, sorry to interrupt, but the bus is coming. I wonder if you could give me $5.00 for a yearbook. Today is the last day I can order."

   B. "Mom! You never gave me that money you promised me, and now I'm gonna miss the bus. You can't get mad at me because it was your fault."

   C. "Mom, give me that $5.00 now, or I'll miss my bus!"

3. One of Josh's teachers asked him to run and get the principal because there was an emergency in the gym. When Josh got to the principal's office, he could see that she was having a meeting with a student's parents. He quickly knocked on the door and said:

   A. "Ms. Welch, get down to the gym now!"

   B. "Hello, Ms. Welch. Could you please come to the gym?"

   C. "I'm sorry to interrupt. You're needed in the gym. There is an emergency!"

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Appendix E

Social Communication

Taking Turns

GROUP INTERVIEW

Directions: **Ask your partner each question and record a brief answer. If the interviewee doesn't want to answer your question, move on to the next question. If the interviewee says, "I don't know," say something like "Take a guess" or "Give it a try."**

1. Where were you born?
2. How would your parents have described you as a small child?
3. What is your definition of a good parent?
4. What kind of music do you like?
5. What is your favorite movie? Why?
6. What is your most valued possession?
7. Who would you most like to be like?
8. What is your definition of a friend?
9. What kind of job would you most like to have in the future?
10. What is the most important thing that people should know about you?

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Appendix E

Ability to re-state ideas and feelings of others

Who I Was, Am, and Will Be

Directions: **Fill in the blanks after thinking about your past and present. Then think about five years from now and answer those questions.**

When I was 10 years old . . .

Wish: ______________________________

Main interest: ______________________________

Biggest problem: ______________________________

Major accomplishment: ______________________________

My hero: ______________________________

Description of myself: ______________________________

Right now in my life . . .

Wish: ______________________________

Main interest: ______________________________

Biggest problem: ______________________________

Major accomplishment: ______________________________

My hero/mentor: ______________________________

Description of myself: ______________________________

Five years from today . . .

Wish: ______________________________

Main interest: ______________________________

Biggest problem: ______________________________

Major accomplishment: ______________________________

My role model: ______________________________

Description of myself: ______________________________

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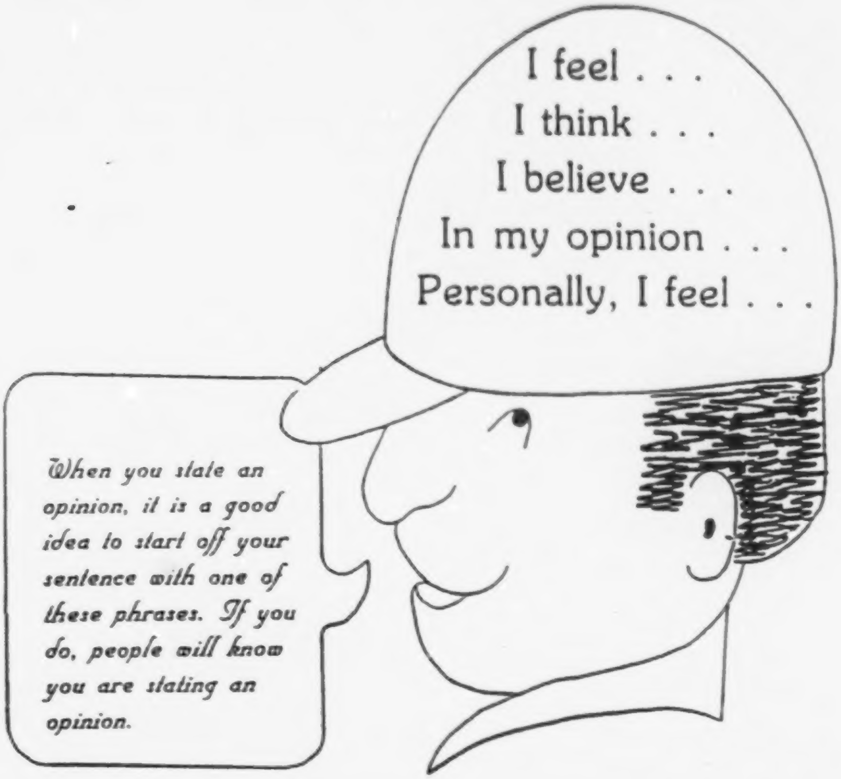
Stating An Opinion - B

Group Members: ____________________
____
____

Appendix E

Question asking/answering

COOPERATION ACTIVITY


I feel . . .
I think . . .
I believe . . .
In my opinion . . .
Personally, I feel . . .
When you state an opinion, it is a good idea to start off your sentence with one of these phrases. If you do, people will know you are stating an opinion.

	Definitions	Examples
FACT:	*Something that can be proven*	That is a 100% cotton shirt.
OPINION:	*A person's belief*	That is the cutest shirt I ever saw.

DIRECTIONS:
1. You will be working in small groups. (Your teacher will assign the groups.)
2. Work cooperatively with your team members to complete the three activities on the following pages.
3. Choose one member of the group to be the secretary, to write the answers on each activity page.
4. Complete the activities by the end of the class period.
5. Every member should help complete the activities. Your teacher will be giving extra points to those groups that cooperate.
6. Each team member will take a quiz on all of the activities. Your group's quiz scores will be averaged, and everyone will receive the average grade.

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Group Members:________

____

____

Appendix E
Question asking / answering

Activity #1

FACT OR OPINION

DIRECTIONS: Read each statement below. Decide if it is a fact or an opinion. Write ***F*** for fact and ***O*** for opinion.

1. ________ Root beer is the best kind of soda pop.
2. ________ That is the ugliest dress I have ever seen.
3. ________ There are twelve hundred students in this school.
4. ________ The music store sold 169 albums this week.
5. ________ The United States is a great country.
6. ________ She is the nicest person in this school.
7. ________ Mr. Smith is an excellent teacher.
8. ________ The population of our town is 32,100.
9. ________ Our town is a big town.
10. ________ This shirt is really a good bargain.
11. ________ Jocks are so dumb.
12. ________ McDonald's® hamburgers are on special for 69 cents.
13. ________ Lincoln was our greatest president.
14. ________ McDonald's® has the best hamburgers.
15. ________ Lincoln was our 16th president.
16. ________ Chocolate chip cookies are the best kind.
17. ________ My wife is the worst cook.
18. ________ Our football team can beat any other team.
19. ________ Our football team needs a better quarterback.
20. ________ Our team's record is 10 wins, 8 losses.

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Group Members:______________

____

____

Activity #2

REWRITE THE OPINION

DIRECTIONS: Read each opinion. Rewrite it to make it sound more like an opinion. Use one of the following phrases to rewrite the opinion:

I feel . . . I think . . . I believe . . . In my opinion . . .
Personally, I feel . . . This is just my opinion, but . . .

1. This is the worst school in the world.
2. Pepsi® is the best soda pop.
3. Laurie is the best cheerleader.
4. My parents are the strictest people in the world.
5. That is the cutest skirt around.
6. Rob Cruise is the cutest boy in this school.
7. She has a big mouth.
8. They are the number one rock group.
9. Mr. Rogers is the best science teacher.
10. Pizza is the tastiest food.

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Group Members:__________

____

____

Activity #3

YOUR OPINIONS

DIRECTIONS: Write ten opinions on any topic. Use phrases like:

I feel . . .
I believe . . .
I think . . .
In my opinion . . .
Personally, I feel . . .

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

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Appendix E

Name:

Entering into the discussion

The Art of *Joining In*

Joining in means *finding a way of entering into an activity or conversation without disrupting those involved.*

Following is a list of situations when you may want to join in:

1. You hear an announcement at school that the track season will start in a week.
2. You see a bunch of neighborhood kids playing volleyball.
3. Your family is playing a game.
4. You would like to join in a new group of friends at school.

DIRECTIONS: Describe two more situations when a person may want to join in.

1.

2.

Below is a list of three skill steps you should follow if you want to join in appropriately.

1. Decide if you would like to join in an activity.
2. Decide what you should do to join in (e.g., sign up, offer, ask, begin a conversation).
3. Try to join in before an activity starts or during a break, if possible.

DIRECTIONS: Describe a situation when it would be best to join in by signing up, offering, asking, and beginning a conversation.

(signing up) ______

(offering) ______

(asking) ______

(beginning a conversation) ______

DIRECTIONS: Tell why it is important to try and join in an activity before it starts or during a break.

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Group Members:________________
____
____
____

COOPERATION ACTIVITY

DIRECTIONS:

1. You will be working in small groups. (Your teacher will assign the groups.)

2. Work cooperatively with your team members to complete the activities on the following three pages.

3. As a team, choose one of these two ways to complete the activities:

    a. Each team member completes one of the activities. Then the members exchange activities and double check another person's work.

    b. All team members complete the activities together. One team member does the writing.

4. Complete the activities by the end of the class period.

5. All team members should sign their names on each page.

6. Each team member will take a quiz on all of the activities.

7. Your quiz grade will be the average of the grades that everyone in your group earns.

8. Your teacher will also be giving you a group cooperation grade. It will be based on how well each member of your group cooperates and participates during the activity.

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Joining In - D

Group Members:________________
____
____
____

Activity A - Home/School/Community

There is a difference between joining in when you want to, and joining in when you should. There are situations when you want to join in. For example, when you see your friends playing a softball game, you want to play too. There are situations when you should join in. For example, if your teacher asks for more help cleaning up after a class party, you should offer to join in, even if you really don't want to. This type of joining in is more like "pitching in" to help.

DIRECTIONS: List five situations when you would want to join in and five situations when you should join in at home, at school, and in the community.

HOME

(Want to)	(Should)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

SCHOOL

(Want to)	(Should)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

COMMUNITY

(Want to)	(Should)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

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ACTIVITY

6 Cooperation Is . . .

PURPOSE To understand cooperation as a behavior

MATERIALS
Student Manuals
Butcher paper
Tape
Markers
Writing paper and pencils

FORMAT OPTIONS
Whole class discussion/participation
Cooperative learning

PROCEDURE

1. Prepare a large banner of butcher paper and post it on a wall in the classroom. Write the word *cooperation* in the middle of the banner.
2. Ask class members to share an example of a time when they had to cooperate with another person to accomplish a task.
3. Ask several members of the class to define cooperation. Elicit the idea that cooperation means to share, to work together, to help one another, and so on. It may help to raise the idea that cooperation is different from competition.
4. Divide the class into groups of three students each. Have the three students face one another, each holding a clenched fist: Students shake their fists up and down together four times and count, "One, two, three, four." On the count of four, each one puts out any number of fingers from zero to five. The goal is for students to put out a total of 11 fingers. Each group keeps trying until they succeed in having 11 fingers out. The group may not talk during this time.
5. Next have each group try to total 23 fingers, with each person using both hands.
6. Discuss the activity by asking the following questions:

   What made this activity difficult?

   What helped your group to succeed?

   Did you do better the second time, when you tried to total 23 fingers? If so, why?

Staying in assigned area

7. Ask students to pair up with someone they don't know very well. Ask each pair to get one pencil and one sheet of paper. Tell students that they cannot talk during this exercise. Ask students to grip the pencil together and, without talking, write the word *cooperate* and draw a peace symbol on the sheet of paper. Encourage the pairs to try this twice.
8. Discuss this activity, using the following questions:

    What made this activity difficult?

    What helped you to succeed?

    Did you do better the second time? If so, why?

9. Refer students to the "Cooperation" illustration on page 11 of their Student Manuals. Ask students to describe what they see in these drawings and what they think the drawings mean.
10. Point out that cooperation is a behavior that allows each person involved to succeed or to get his or her needs satisfied. Cooperation allows everyone involved to win, and no one loses. Therefore, cooperation is called a Win-Win behavior. When problems are solved by cooperating, everyone involved can feel good.
11. Instruct students to draw pictures on the banner that show cooperation, as the cooperation illustration in their Student Manuals does. Tell the class they can work as pairs or groups of four to five students to develop the pictures.
12. Leave the banner up for at least a week; encourage students to add pictures to it at any time.

Working on assigned task

Exercise 8: Castles in the Air

1. Divide the class into random groups of four and give each group member 25 index cards. Have each group stand around a desk or table. Tell students to make an index-card castle that will use all 100 cards and be as tall as possible. Tell groups to be creative; give them 8 to 10 minutes to complete their castles. After 5 minutes, warn them that their time is running out.
2. Ask each group to tell about their castle:
   - What was their plan?

     What worked?

     What didn't work?
3. Discuss how planning can affect a group's work.

Appendix E
Group Problem Solving

SPACE SHIP

The object of this game is to select seven persons to go into a space ship for a voyage to a new planet. You have just been alerted that a giant meteor is on collision course with the planet earth and will smash into the general area of the United States. Therefore, it is very likely the end of human civilization as we know it. The space ship has the capacity to set up life on a new planet. Eleven persons have been chosen by lot to go on the ship; however, an error was made, and now it turns out that there is only room for seven. Your group must decide which seven persons will go to start life on the new planet. Remember, only seven persons can fit in the ship. You must have an agreement of the entire group before a selection can be made.

1. A 30-year-old male symphony orchestra violin player.
2. A 67-year-old male minister
3. A 23-year-old engineer and his 21-year-old wife (they refuse to be separated)
4. A 40-year-old policeman who refuses to be separated from his gun
5. A male student of your own age from your school
6. A 35-year-old male high school dropout, recently arrested for armed robbery
7. A 32-year-old female sixth-grade teacher
8. A 40-year-old female doctor (medical)
9. A 50-year-old female artist and sculptor
10. A 25-year-old male poet
11. A 1-year-old female child

Group Consensus = Which 7 people will go?

1,

2.

3.

4,

5,

6.

7.

Remind yourself to be flexible and calm

Staying Calm

DIRECTIONS: Read the information below.

Staying calm is a very difficult thing to do and takes a lot of self-control. Some people need practice at staying calm because they get upset easily. It's important to stay calm when an authority figure tells you NO. But it's often difficult to stay calm in these situations. Here are some techniques that will help you:

1) Take a deep breath and let the air out slowly.
2) Tell yourself to calm down.
3) Walk away for a few seconds.
4) Count to five before saying or doing anything.
5) Picture yourself calming down.

Don't expect a miracle right away. Pick one technique and practice that one. It takes effort just to remember to try a technique when you are upset. Everyone has to find out what techniques work best.

DIRECTIONS: Do each role play with a partner. Try to get really upset when the authority figure says NO. Make your body feel upset. Then use one of the techniques from above to help yourself calm down.

1. Your father/mother just told you that you cannot go to the carnival because you are grounded. All of your friends are going. Your father/mother will not change his/her mind.
2. You ask your teacher if you can go outside for lunch recess. She says NO and reminds you that you have to finish your homework.
3. You ask the principal if you can get out of being suspended and he says NO.

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Name:________________

Disagree with the idea, not the person

Remember the Skill Steps

The social skill of agreeing and disagreeing can be broken down into these five steps:

1. Listen carefully to the other person's idea or opinion.
2. Decide if you agree or disagree.
3. Use a nice tone of voice.
4. Tell the person you agree or disagree.
5. Explain your reason.

Because this social skill has five skill steps, it is important that you develop a strategy that will help you remember them. In this case, an ***acrostic*** would work well.

An acrostic is one type of strategy to help you remember something. It is a sentence in which the first letters of each word in the sentence are the same as the first letters of the words or phrases you wish to remember.

For example, the order of the planets in our solar system can be remembered with this acrostic:

Many	**V**ery	**E**arly	**M**en	**J**ust	**S**at	**U**nder	**n**eath	**P**luto.
e	e	a	a	u	a	r	e	l
r	n	r	r	p	t	a	p	u
c	u	t	s	i	u	n	t	t
u	s	h		t	r	u	u	o
r				e	n	s	n	
y				r			e	

Your acrostic should be as wild and wacky as possible, to help you remember it.

An example of an acrostic to help you remember the five skill steps above would be: **L**arry **D**isagreed **U**nder **T**he **E**gg. Because the sentence is silly, it is easy to remember. The letter **L** in Larry should help you remember the word *listen* in step one, the letter **D** in Disagreed should help you remember the word *decide* in step two, and so on.

DIRECTIONS: Create your own acrostic for the five skill steps to agreeing and disagreeing. Remember to make your acrostic wild and wacky.

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Appendix E

Suggest a solution / respect others opinions

Agreeing And Disagreeing - F Name:____________

How Would You Say It?

When you want to tell someone that you agree with an idea or opinion, you can begin by saying something like:

"I agree . . ."
"I think so too . . ."
"Me too . . ."
"I do too . . ."
"So do I . . ."
"I feel the same way . . ."

When you want to tell someone that you disagree with an idea or opinion, you can begin by saying something like:

"I don't agree . . ."
"My opinion is different . . ."
"I feel differently . . ."
"Not me . . ."
"I don't think so . . ."
"It seems to me . . ."

DIRECTIONS: For each of the following situations, write down what you would say to express your agreement or disagreement. You may use any of the phrases above or create your own. Remember also to explain why you agree or disagree.

1. One of your friends says, "I think I'm going to start smoking. It will make me look cool, and older too."

2. Your sister says, "I want to do my best in school. I think an education is important if I want to get a good job."

3. Your teacher says, "I like starting school earlier in August, so we can get out earlier in the spring."

4. Your dad says, "I like to exercise at least four times a week. It gives me more energy and stops me from gaining weight."

5. Your friend says, "I think cheerleaders are wasting their time. I think they should go out for a sport themselves."

6. The people you babysit for say, "If my son misbehaves, you should send him to his room. I do not believe in spanking."

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Compromising/Negotiating - B

Name:________________

CONFLICT

Compromising/negotiating is a social skill that is used when there is conflict. Before you learn the skill steps for this social skill, you need to learn more about the word *conflict*.

Conflict occurs *whenever there is a disagreement between two or more people*. Conflict is normal! There will always be conflict because no two people are exactly alike and, therefore, they will disagree about certain things. Conflict can be a good thing or a bad thing, depending on how it is handled.

The story below gives an example of a way to handle conflict in a bad way.

> Toni and his friend Carl are trying to decide what to do Friday night. Toni thinks they should go to the basketball game because their school team made it to the regional finals. Carl thinks they should go to a movie he heard was supposed to be really good. Toni tells Carl he is crazy for wanting to go to a movie instead of the game. Carl tells Toni he is crazy for wanting to waste money on a stupid game. They end up getting mad at each other, and both boys stay home on Friday night.

In this story, Toni and Carl dealt with their conflict in a bad way. They made it a lose-lose situation, because in the end, neither ended up doing anything on Friday night.

The story below gives another example of a way to handle conflict in a bad way.

> Tracy and Kathy want to do something fun today. Tracy says, "Let's go for a bike ride, I haven't used my bike in a long time." Kathy says, "No, I think we should stay home and play a card game instead. It's sort of cold out today." Tracy says, "Kathy, if you don't go bike riding with me, then I'll just find someone else to go with me. You're not my only friend in the world you know." Kathy ends up giving in and goes for a bike ride, but she doesn't have very much fun.

In this story, the conflict between Tracy and Kathy is handled in a bad way also, because they made it a win-lose situation. Tracy ended up being able to do exactly what she wanted to do, and Kathy didn't.

There is a way to deal with conflict in a good way. You can work with the person you are having the disagreement with, to make it a win-win situation. If Toni and Carl had decided to go to the basketball game this Friday, and then to the movie another day, they would have made their disagreement into a win-win situation. If Tracy and Kathy had decided to go for a short bike ride and then come back to play a card game, they would have made their disagreement into a win-win situation. You can turn a conflict situation into a win-win situation, by using the social skill called compromising/negotiating.

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WIN -or- LOSE?

The social skill of compromising/negotiating is used when two people want to cooperate to solve a problem or resolve conflict. ***Negotiate*** means *to have a discussion with the person you are disagreeing with, to see if you can both come to an agreement.* **Compromise** means *coming to an agreement that is acceptable to both people, by each "giving in" a little*. Below is a list of four ways for two people to compromise:

1. Come to an agreement by deciding to do both things. (e.g., If you want to go fishing, and your friend wants to play cards, you could compromise by doing both things for a shorter length of time on the same day.)
2. Come to an agreement by deciding to do what one person wants this time, and what the other person wants the next time. (e.g., If you want to go to one movie, and your sister wants to go to another one, you could compromise by deciding to see one this week, and the other one next week.)
3. Come to an agreement by having both people give up part of what he or she wants. (e.g., If you want to go home at 9:00 and your friend wants to go home at 10:00, you could compromise by going home at 9:30.)
4. Come to an agreement by doing something completely different than either one initially suggested. (e.g., If you want to go to a mystery movie, and your friend wants to go to a horror movie, you could compromise by going to a comedy.)

DIRECTIONS:

1. Read the conflict situation below, and the six ways the situation could be handled.
2. For each, decide if it was handled in a ***lose-lose***, ***win-lose***, or ***win-win*** way and circle your choice.
3. If you circle ***lose-lose***, or ***win-lose***, explain your choice.
4. If you circle ***win-win***, then indicate which of the four ways of compromising was used. (Write the number of the technique used.)

SITUATION: The Brown family had one radio. When Joe and Lou were doing their household chores, they disagreed about which radio station to listen to. Joe wanted to listen to a station that played rock-and-roll and Lou wanted to listen to a country music station.

---

1. The two boys started arguing, so their parents turned off the radio. The boys had to do their chores without music.

LOSE-LOSE WIN-LOSE WIN-WIN (#______)

2. The boys decided to listen to a radio station that played several different types of music.

LOSE-LOSE WIN-LOSE WIN-WIN
(#______)

3. Since Joe was bigger, he threatened to beat up Lou. Lou gave in and listened to the station that Joe wanted to hear.

LOSE-LOSE WIN-LOSE WIN-WIN
(#______)

4. The boys decided to listen to Joe's station this time and Lou's station next time they did chores.

LOSE-LOSE WIN-LOSE WIN-WIN
(#______)

5. The boys decided to listen to both stations, by switching back and forth every half hour.

LOSE-LOSE WIN-LOSE WIN-WIN
(#______)

6. The boys decided to listen to a radio station that played jazz music, because jazz music is each boy's second favorite.

LOSE-LOSE WIN-LOSE WIN-WIN
(#______)

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Appendix E

Reach Consensus

Problem Situation II:

THE FIRE

You wake up in the middle of the night to the smell of smoke. You turn on the lamp beside your bed and walk toward the door to see what the problem is. If there is a fire, you need to warn the other people in the house. As you go to open the door, you touch it and realize that it is hot. You don't know what to do. If you open the door, there may be fire in the hall. If you take the time to climb down from your second-story window, the others may burn. What are you going to do?

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T-CHART

Thinking Skill: Visualizing

Looks Like	Sounds Like

PMI CHART (PLUS/MINUS/INTERESTING QUESTIONS)

P (+)	
M(-)	
I (?)	

Appendix F
Graphic Organizers

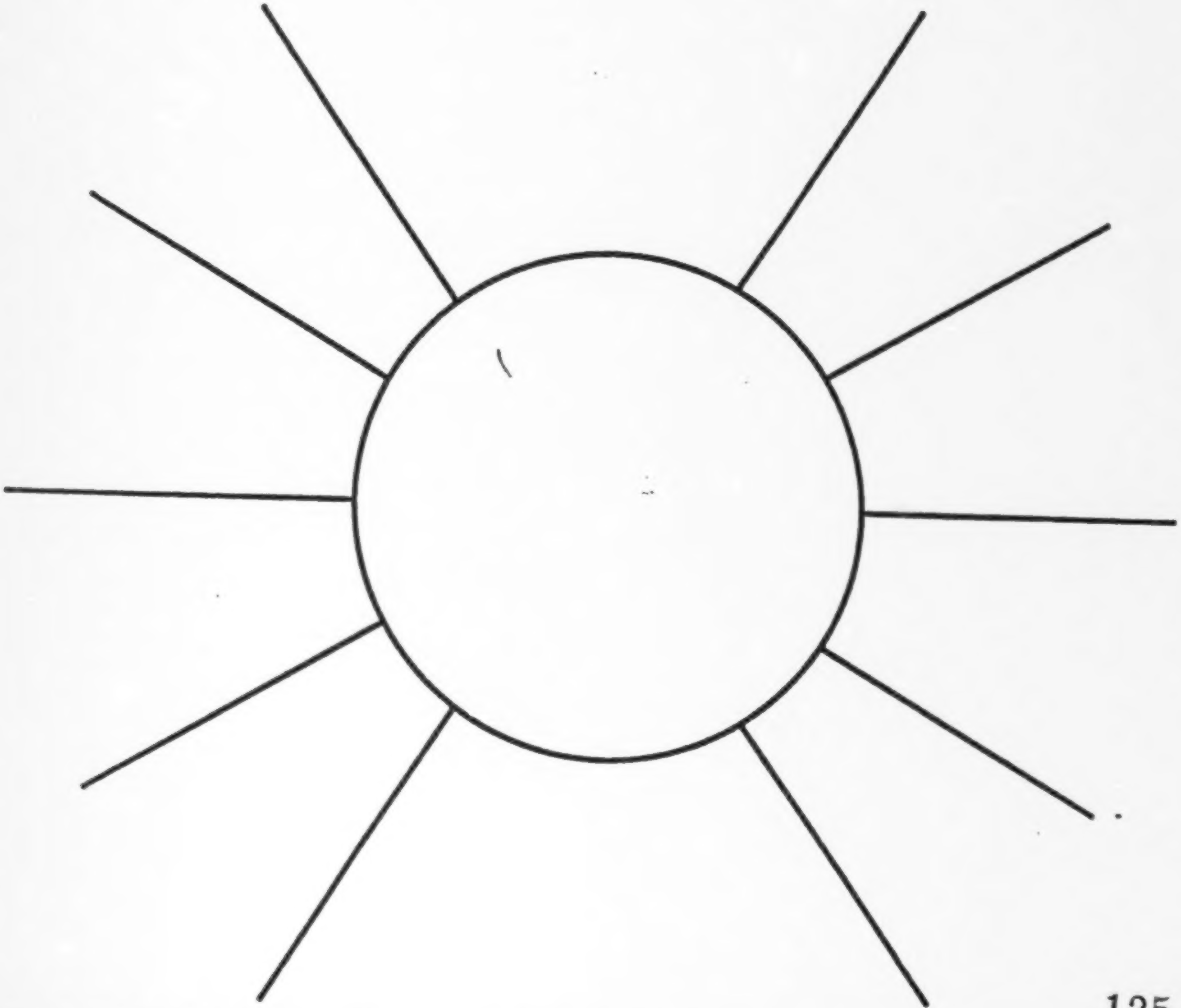
THE KWL

Topic: ____________________

Know	**W**ant to know	**L**earned

WEB

Thinking Skill: Analyzing Attributes



Appendix F
Graphic Organizers
Web

Appendix G

Follow-up discussions

Mrs. Potter's Questions

1. What were you supposed to do?
2. What did you do well?
3. What would you do differently next time?
4. Do you need any help?

Appendix G

Follow-up discussions

Name____________________________ **Period**_________

GROUPWORK EVALUATION

Place an "X" on the line to the left of each answer that is most like how you feel for each question.

1. How interesting did you find your work in the group?
   ______a. Very interesting
   ______b. Fairly interesting
   ______c. Somewhat interesting
   ______d. Not very interesting
   ______e. I was not interested at all

2. How difficult did you find your work in the group?
   ______a. Extremely difficult
   ______b. Fairly difficult
   ______c. Sometimes difficult
   ______d. Not too difficult-- just about right
   ______e. Very easy

3. Did you understand exactly what the group was supposed to do?
   ______a. I knew just what to do
   ______b. At first I did not understand
   ______c. It was never clear to me

4. Who did the most talking in your group today?

5. Who did the least talking in your group today?

6. Who had the best ideas in your group today?

7. Who did the most to direct the questions or keep you on task?

8. Would you like to work with this group again? If not, why not?

Appendix H
Classroom Management Lesson Plan

Model used: Class meeting strategy.

Goal: To develop clear expectations of classroom rules through teacher/student collaboration.

Objective: To make a list of rules and post it.

Materials: Chalk, chalkboard, markers, poster board, notebook paper, pencils, black line master of Mrs. Potter's Questions.

Grouping: Random selection using colored note cards. Four in a group.

Time: Two class periods. Forty minutes on task, each period.

Procedure: Period One:

1. Form groups and assign roles: materials manager, time keeper/ encourager, checker, recorder. Ten minutes.
2. Each group will brainstorm a list of rules for the classroom on notebook paper. Fifteen minutes.
3. Class discussion of rules. Write common ones on the chalkboard along with the teacher's ideas. Fifteen minutes.

Period Two:

1. Select 8-10 rules through group consensus with the teacher. Fifteen minutes.
2. Each group will construct a chart of the selected rules. The class will select one chart to post. Fifteen minutes.

Assessment: Each student will answer Mrs. Potter's Questions, to hand in. (Responsibility/ ownership) Ten minutes.

Note: Consequences of the rule violations will be selected in a similar manner in the next lesson during the first week of school.

Appendix I

SCHOOL A

CLASSROOM RULES

NO TALKING WHILE THE TEACHER OR OTHER FRIENDS ARE TALKING.

PARTICIPATE IN THE DISCUSSIONS.

KEEP ALL FEET, HANDS AND OTHER BODY PARTS TO YOURSELF.

WHILE INSIDE, USE INSIDE VOICES.

NO RUNNING IN THE CLASSROOM. YOU MUST WALK OR MARCH.

Appendix I

Classroom Management

INCENTIVE PROGRAM

SCHOOL A

Dear Parents,

We will be starting a new incentive program. We would like to explain the behavior chart to you. The children begin each day with 5 cards.

Card 1 is the green star card. This means your child is doing great!

Card 2 is blue. This is a warning to help your child remember appropriate behavior.

Card 3 is yellow. This means a time out for your child. His or her behavior continues to be inappropriate.

Card 4 is orange. This means a time out and your child will be sent to the director's office.

Card 5 is red. This means a time out, five minute loss of recess, and a parent conference at pick up time to discuss your child's behavior.

At the end of the week the children who have kept their card green for 3 days will earn 1 point. The children that have had 5 green cards for the week will earn 2 points. Any child receiving a orange or red card during the week will forfeit their points. At the end of the week children will trade their points for prizes. Each prize is worth 2 points. The children can save points from week to week.

In May your child will be invited to Miss Venessa's ice cream party if they have had 3 or less orange cards for the entire school year.

Sincerely,

Appendix I

School B - 1st Intervention

CLASS CREATED RULES:

Come to class prepared to work with your supplies and pencils sharpened.

Turn in your homework on time and completed.

Do not interrupt, talk back, or use put downs.

Respect yourself, the teacher, and fellow classmates.

Pay attention in class.

Stay in your seat or with your group.

Use only appropriate language and no profanity.

No sleeping in class, playing with makeup, hair combing, or eating in class

Keep your hands to yourself.

Help others in class.

Always tell the truth.

No copying or cheating in class.

Do not write on the desks, touch the phone, or pass notes.

No gang symbols.

No homework on Friday.

No whining.

CONSEQUENCES

2 Warnings: First a silent warning and then a verbal warning of the rules.

Call to parents/caregivers.

Lunch detention

Conference with the principal.

Appendix I

School B
2nd Intervention

CLASSROOM RULES AND CONSEQUENCES

RULES

1. Treat everyone with respect (or as you want to be treated).
2. No talking while the teacher (including a substitute teacher and /or tutor) is talking.
3. No gum, candy, or food in class.
4. Come prepared to class with all of your materials.
5. Raise your hand when you want to talk in class.
6. No swearing, foul language, or racial comments.
7. Keep your hands, feet, and other objects to yourself.
8. No throwing things or note passing.
9. Work together as a group - no fighting or weapons.
10. No yelling, screaming, or "monkeying" around.

CONSEQUENCES

1. Silent warning of the rule.
2. Verbal warning of the rule.
3. Seat location maybe changed.
4. Student conference with the teacher in the hall or after class.
5. Phone call home to parent/guardian.
6. Conference with the parent/guardian.
7. Team conference with parent/guardian.
8. Student conference with counselor and teacher (an action plan may be done).
9. Discipline referral to the principal or assistant principal.

Appendix I

School C

Third Hour Physical Education Class Rules

After reviewing and discussing the physical education policies, we agree to follow the Physical Education Policies with the following exceptions agreed upon through consensus:

1. No written tests. Keep performance tests.
2. Chewing gum is allowed in class.
3. Physical education clothes can have markings within school guidelines.

In addition to the physical education policies, we agree to emphasize the following rules in this class: see attached classroom rules sheet.

Third Hour Students, 8-26-96.

Appendix I

School C

Classroom Rules and Consequences

Teacher:___________ **Class:**_____________ **Date:** 8-26-96

Rule #1: Be on time to class and squad line

Consequences
1. Verbal warning
2. Loss of points
3. Student-teacher conference
4. Receive a referral
5. Be sent to the office

Rule #2: Come to class prepared

Consequences
1. Same as Rule #1
2. _______________
3. _______________
4. _______________
5. _______________

Rule #3: Participate in all activities

Consequences
1. Same as Rule #1
2. _______________
3. _______________
4. _______________
5. _______________

Rule #4: Show respect for others (ideas and property)

Consequences
1. Same as Rule #1
2. _______________
3. _______________
4. _______________
5. _______________

Rule #5: Be responsible (behavior and ownership)

Consequences
1. Same as Rule #1
2. _______________
3. _______________
4. _______________
5. _______________

Appendix I

Classroom Management
School C

PHYSICAL EDUCATION POLICIES

1. Uniform - The dress for boys and girls shall consist of shorts and PLAIN t-shirts. No tank tops,ripped or torn clothes are allowed. Gym shoes and socks are required.
    a. Sweat pants and sweat shirts are to be worn outdoors in cooler weather.
    b. Clothes worn in the academic classroom may not be worn in place of the regulation gym wear.
    c. No jewelry allowed during class - please lock it up.

2. Students will be given time to get the required uniform (first week).

3. Classroom Discipline Code - Student are expected to dress and participate in a sportsmanlike manner on a daily basis. The following behaviors will be considered as infractions of these expectations and will result in a loss of points (2 points per occurrence).
    a. Inappropriate dress
    b. Tardy to class and/or squad line.
    c. Gum and/or candy aren't allowed.
    d. Failure to participate.
    e. Unsportsmanlike behavior - ejections from an activity for unsportsmanship action, loss of control, or an action that endangers someone else.
    f. Failure to follow directions
    g. Inappropriate language

In addition to loss of points , students may be required to perform extra exercises, attend a student-teacher'conference, receive a referral, or be sent to the office. Fighting in class will result in student being escorted to the Principal's office and loss of credit for the day. Rules may be changed or added as the teacher deems appropriate.

4. Grading System - A student's grade will be determined by participation points and tests.
    a. Grade scale:

A	94 - 100
B	88 - 93
C	75 - 87
D	70 - 74

    b. Unexcused no dress is an automatic loss of points for the day.
    c. Each student will get 10 points per day if they dress and participate properly.

5. Students are expected to use the padlocks provided by the district.

6. Showers are recommended after class.

Appendix I

Classroom Management

School C

PARENT - STUDENT SIGNATURE SHEET

PHYSICAL EDUCATION POLICY/ MANAGEMENT CODE

We have read and understand the Physical Education Policies

Student Signature

Parent Signature

Appendix I

SCHOOL D

CLASSROOM RULES

ENTER AND EXIT THE ROOM IN AN ORDERLY FASHION.

RESPECT EACH OTHER'S BELONGINGS.

USE MATERIALS IN THE ROOM APPROPRIATELY.

RAISE YOUR HAND TO SPEAK.

CONSEQUENCES

REMINDER

WARNING

S. T. C. (STUDENT-TEACHER CONFERENCE)

P.S.T.C. (PARENT-STUDENT-TEACHER CONFERENCE)